

2010

## Graduate Program Survey 2009-2010

Nangai Yang

*University of Northern Iowa. Office of Institutional Research.*

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# **Graduate Program Survey 2009-2010**

**University of Northern Iowa**

**Office of Institutional Research**

**Nangai Yang**

## Introduction to the Survey and the Instrument

- What: Graduate program survey
- Who: All UNI graduate students attending the commencement exercises. The response rate for this year (December 2009, May 2010, and July 2010) is 61.8%, i.e., 289 out of 468.
- When: December 2009 and May 2010
- Where: UNI commencement held at UNI-Dome
- Why: To provide an overview of several critical components regarding the academic, social, educational, and professional experiences of UNI graduate students
- How: Each respondent was asked to answer 38 questions that range from applying skills to the solving of problems, to rating their ability to perform professionally, to scholarly and academic activities. They were also asked questions about curriculum, graduate faculty, the UNI graduate community, the campus community, and finally their overall educational experience at UNI. The responses are then scanned and analyzed using SPSS descriptive statistics and MS excel spreadsheets.

## Summary of Demographic Characteristics

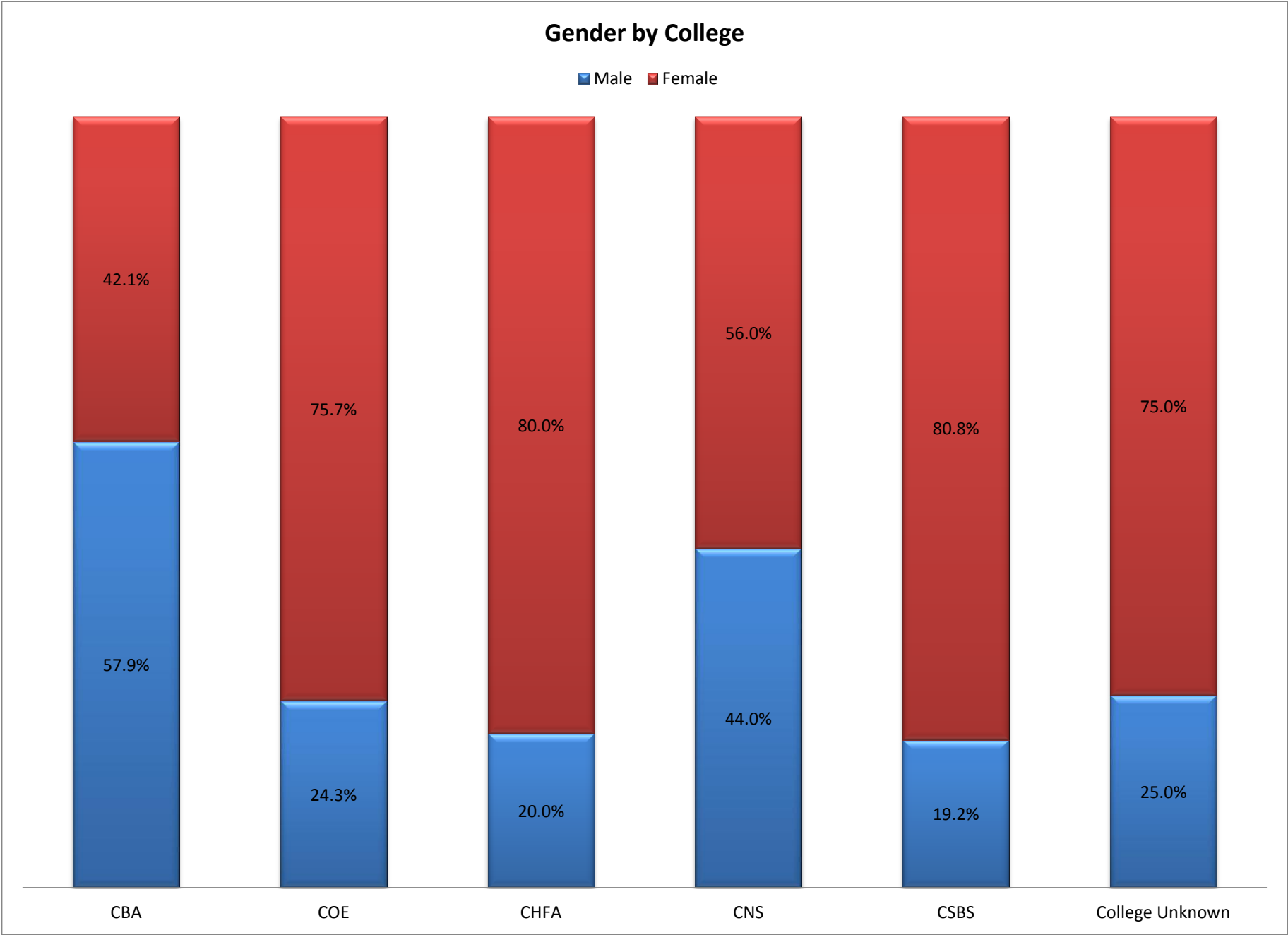
Among the 2009 -2010 graduate program survey respondents, the male and female student ratio is 30.5% to 69.5%. The gender ratio in the College of Social and Behavioral Sciences and the College of Humanities and Fine Arts are much skewed with a female ratio of above 80.0%.

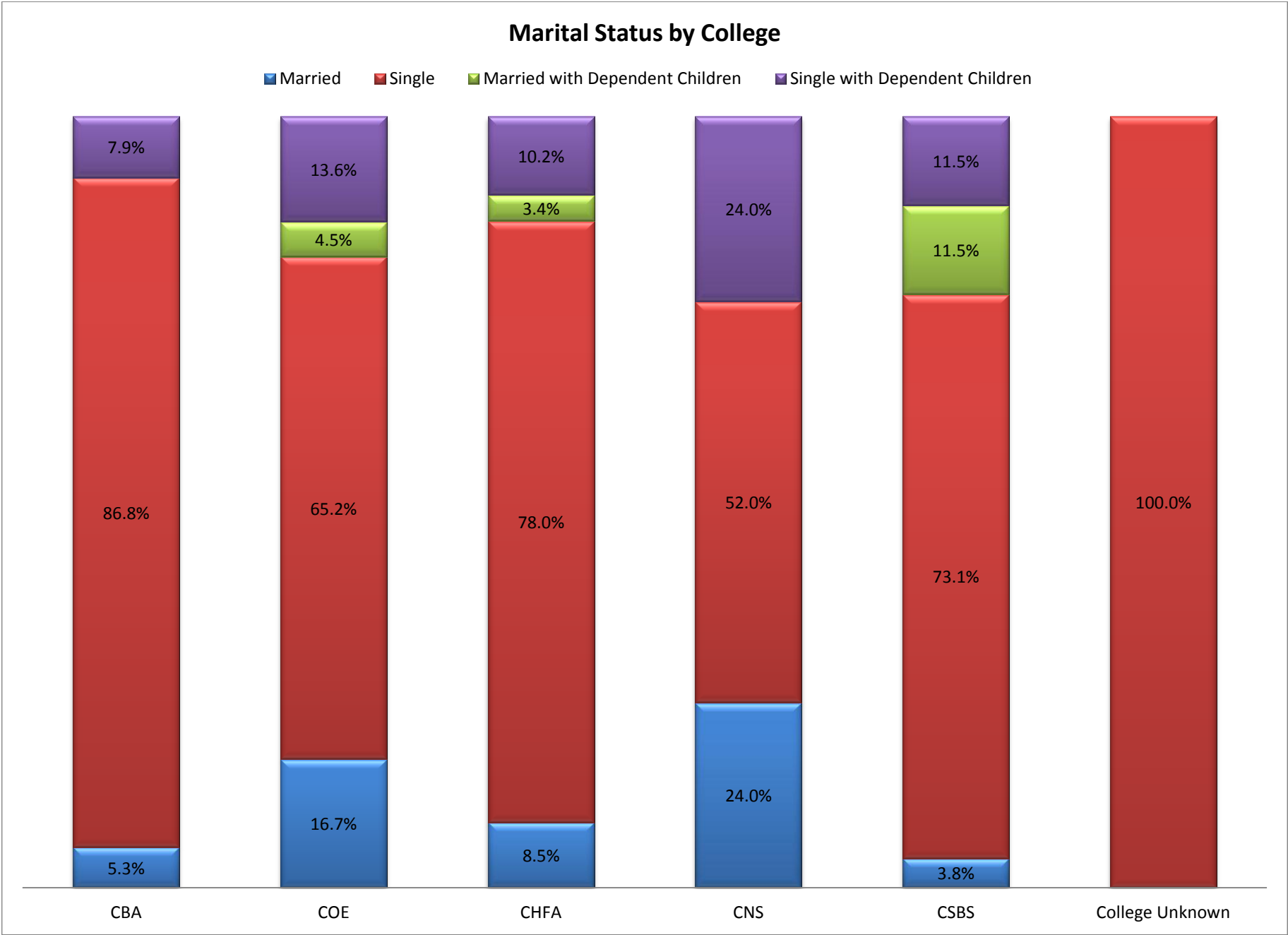
For graduate student marital status by college, 11.5% of the respondents are married, 72.5% are single, 3.7% are married with dependent children, and 12.4% are single with dependent children. For respondents whose college is unknown, 100% are single.

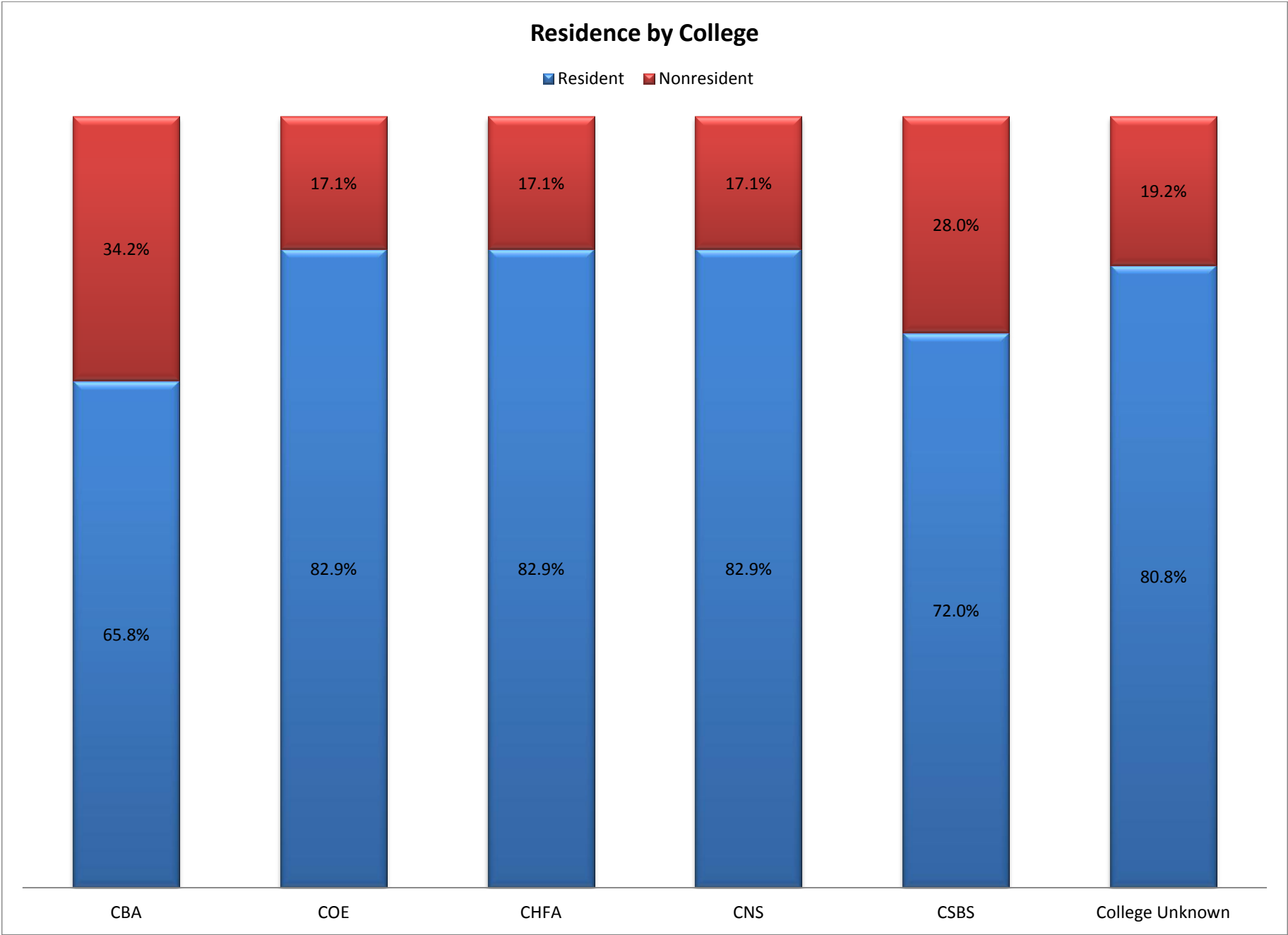
Of all the graduating graduate students, 75.8% are residents, and 24.2% are non-residents.

In terms of ethnicity, 73.9% are white students, 4.6% are African American students, 3.2% are Hispanic students, and 15.6% are non-residents. A breakdown by college shows that the College of Social and Behavioral Sciences has the most White students (84.6%), the College of Humanities and Fine Arts has the most Hispanic students (6.9%), and the College of Business Administration has the most non-resident students (31.6%).



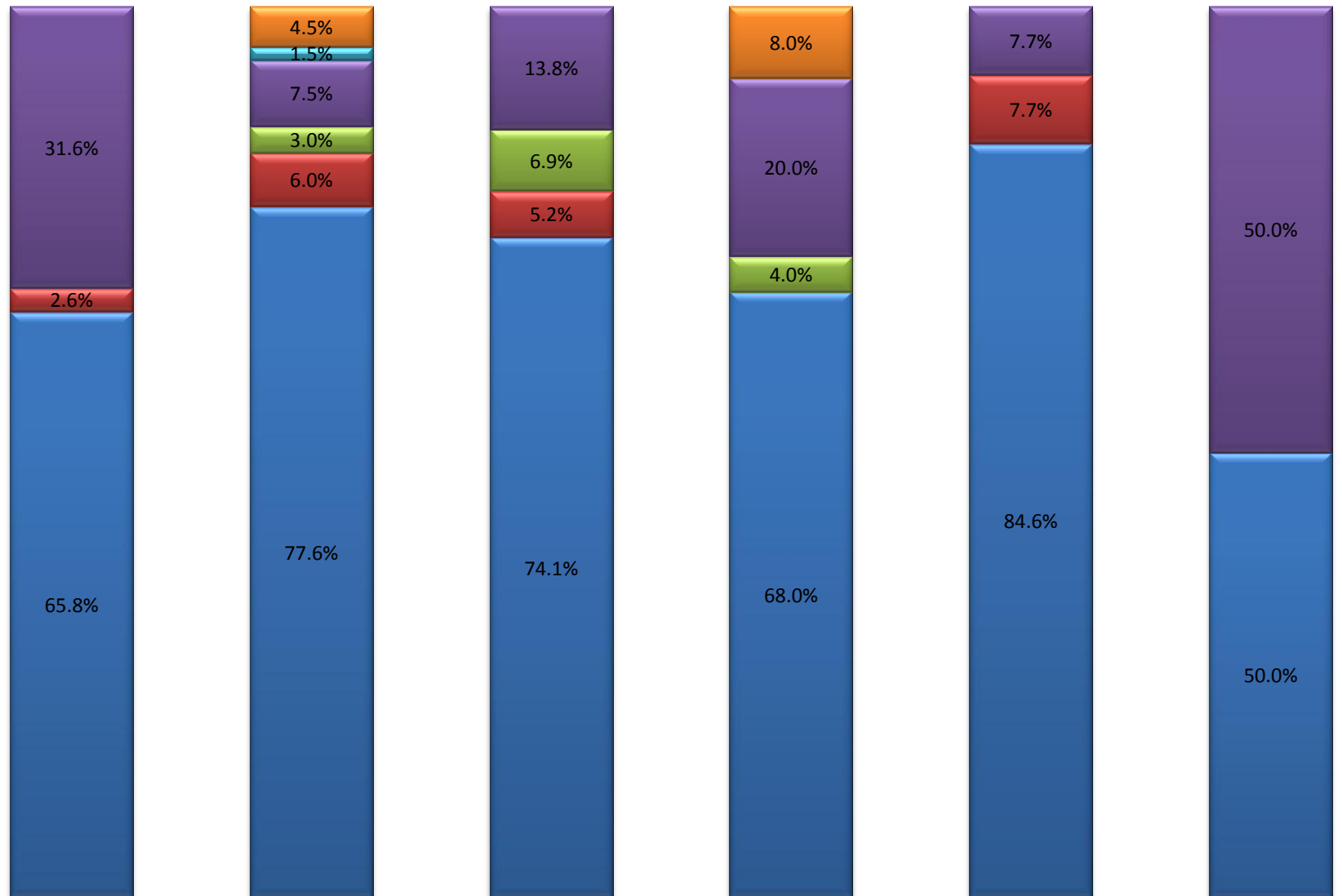






### Race/Ethnicity by College

■ White ■ African American ■ Hispanic ■ Non-Resident Alien ■ Two or More Races ■ No Response

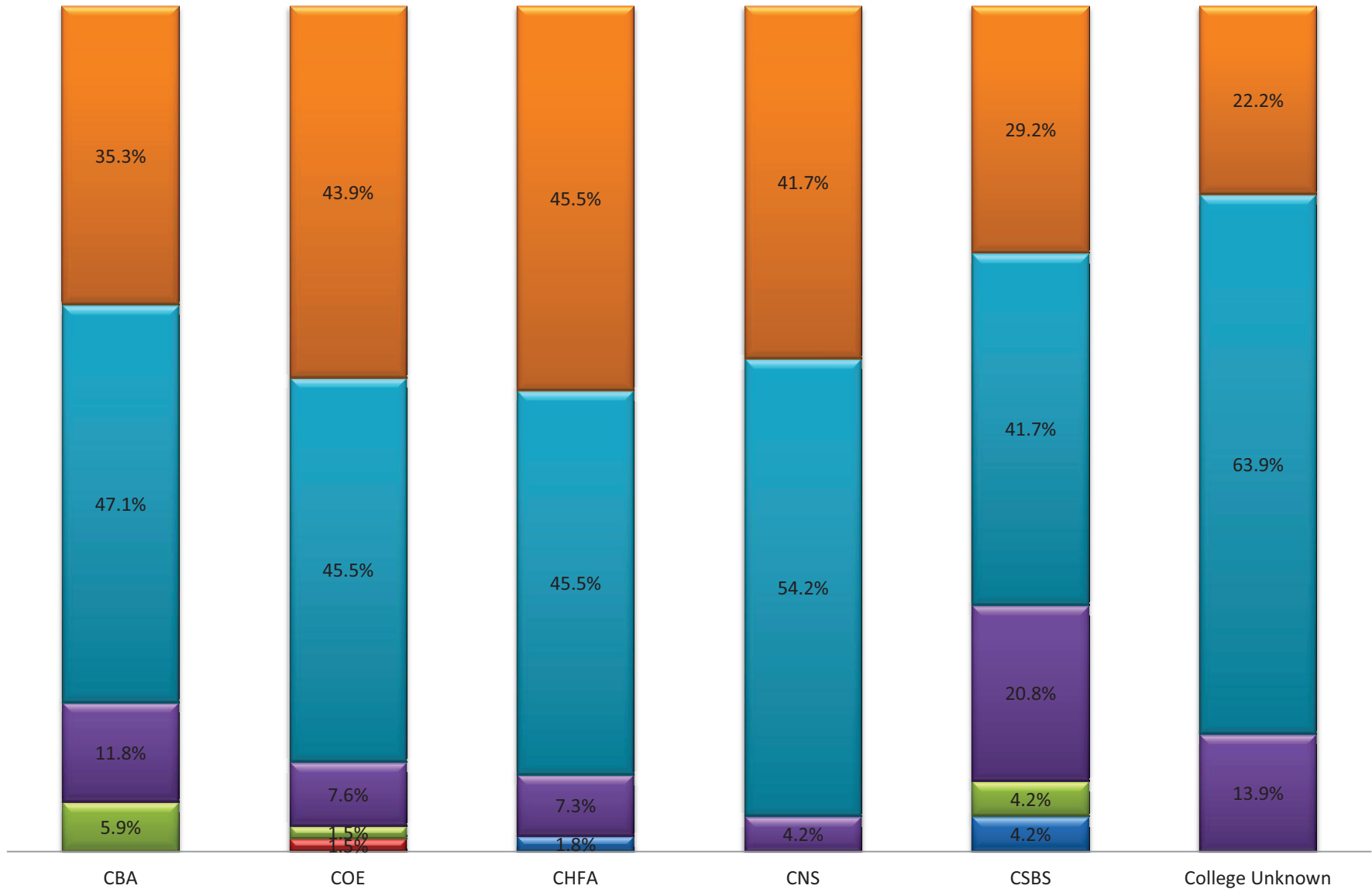


## Summary of Educational Experiences and Skills

Educational experiences and skills as delineated in this instrument mainly refer to experiences ranging from the planning of projects to the solving of problems by using such research skills as defining problems, thinking creatively, integrating information and by performing professionally meaning upholding ethical standards, working independently and together with others. The highest ranking individual survey item with “good” and “excellent” combined is “Bringing information together” (94.0%). Following it in the descending order are “working independently” (92.5%), “upholding ethical standards” (92.1%), and “working as a team member” (91.4%). The lowest ranking individual item is “working with people from diverse backgrounds” (81.7%) followed by “thinking creatively” (87.1%) and “planning projects” (87.1%). Just like the previous year, individual differences by college are obvious. For example, “working as a team member” in the College of Business Administration is ranked much higher (97.2%) than in the College of Social and Behavioral Sciences (87.0%). Another example is “working with diverse people”. In the College of Natural Sciences, the combined rating of “good” and “excellent” exceeds 90% (90.5%) while in the College of Education it is rated at 79.4%. Both cases seem to reflect obvious disciplinary differences. The difference this year, however, is that the rating across all items of this section is much higher than last year.

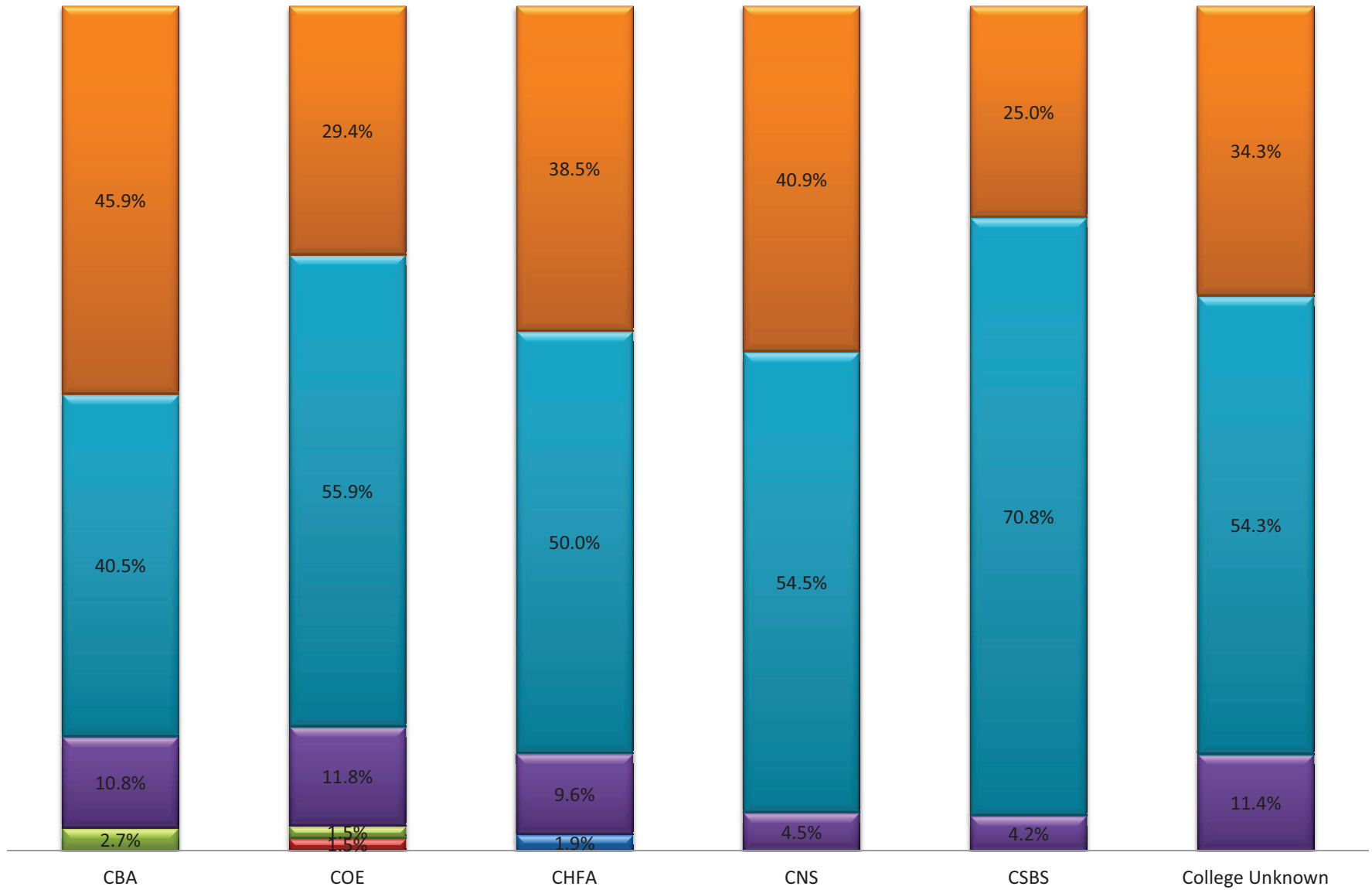
### How well has UNI prepared you for planning projects?

■ Cannot evaluate
■ Poor
■ Fair
■ Average
■ Good
■ Excellent



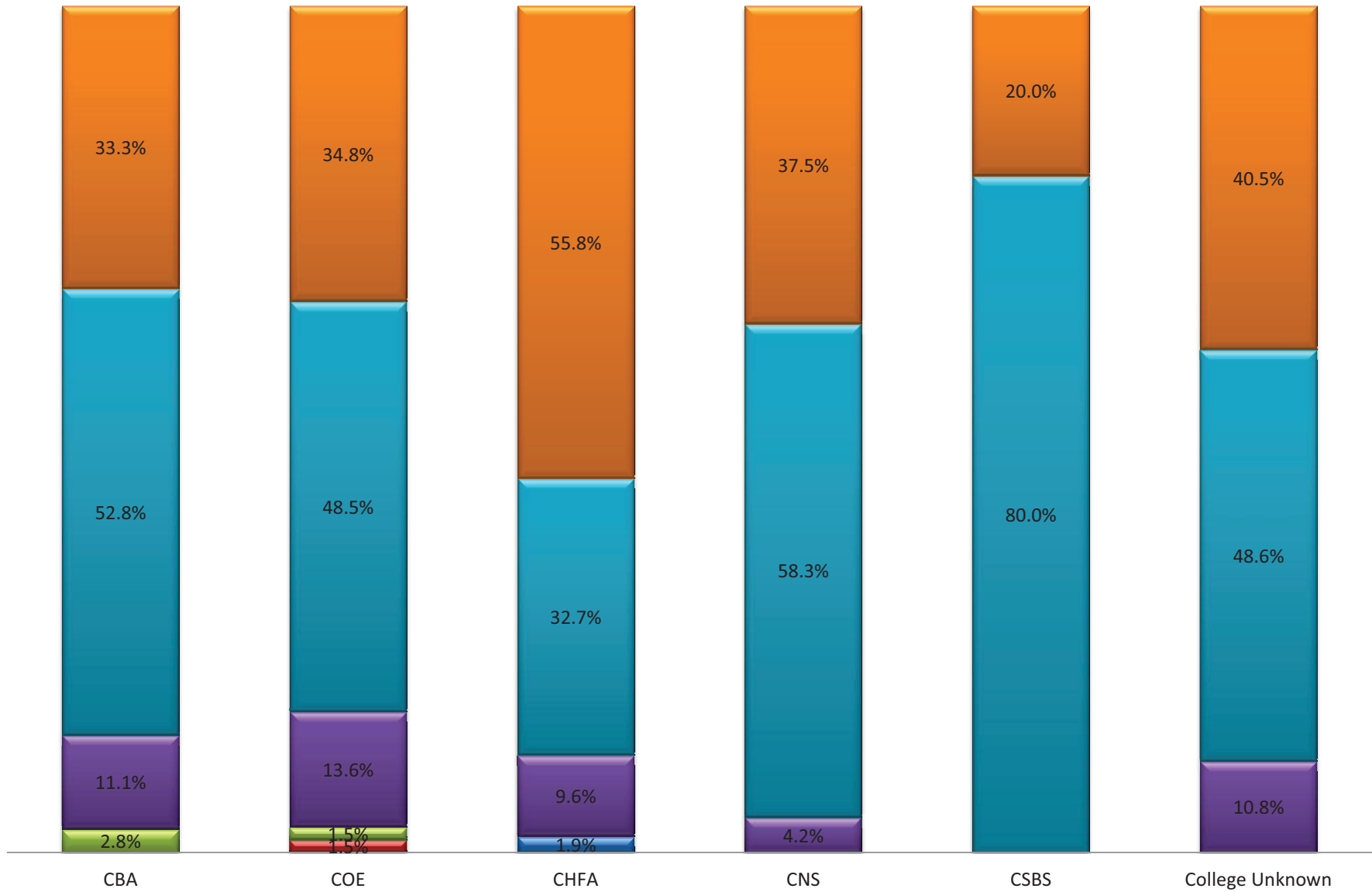
### How well has UNI prepared you for defining problems?

■ Cannot evaluate 
 ■ Poor 
 ■ Fair 
 ■ Average 
 ■ Good 
 ■ Excellent



### How well has UNI prepared you for solving problems?

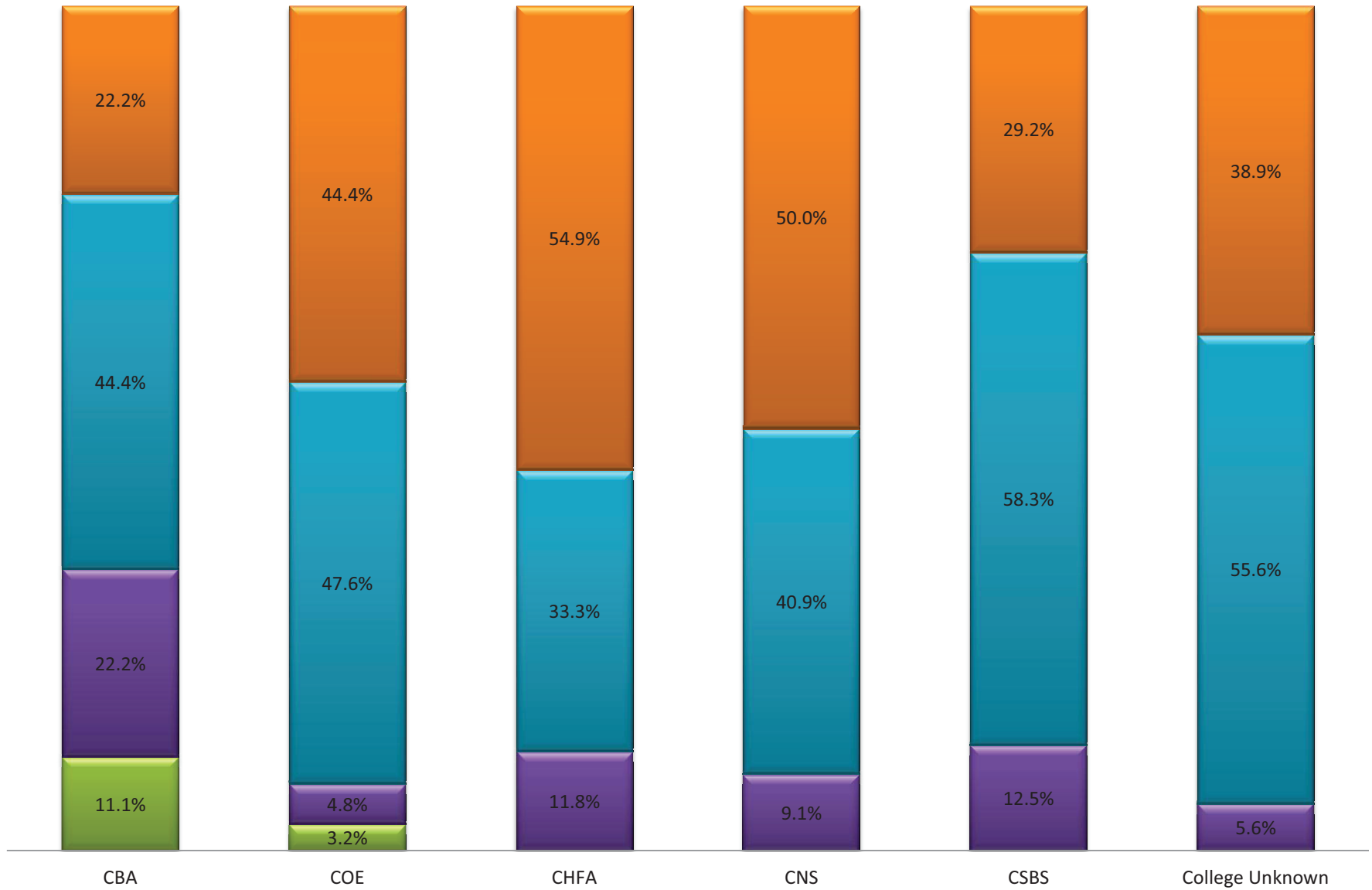
■ Cannot evaluate
■ Poor
■ Fair
■ Average
■ Good
■ Excellent





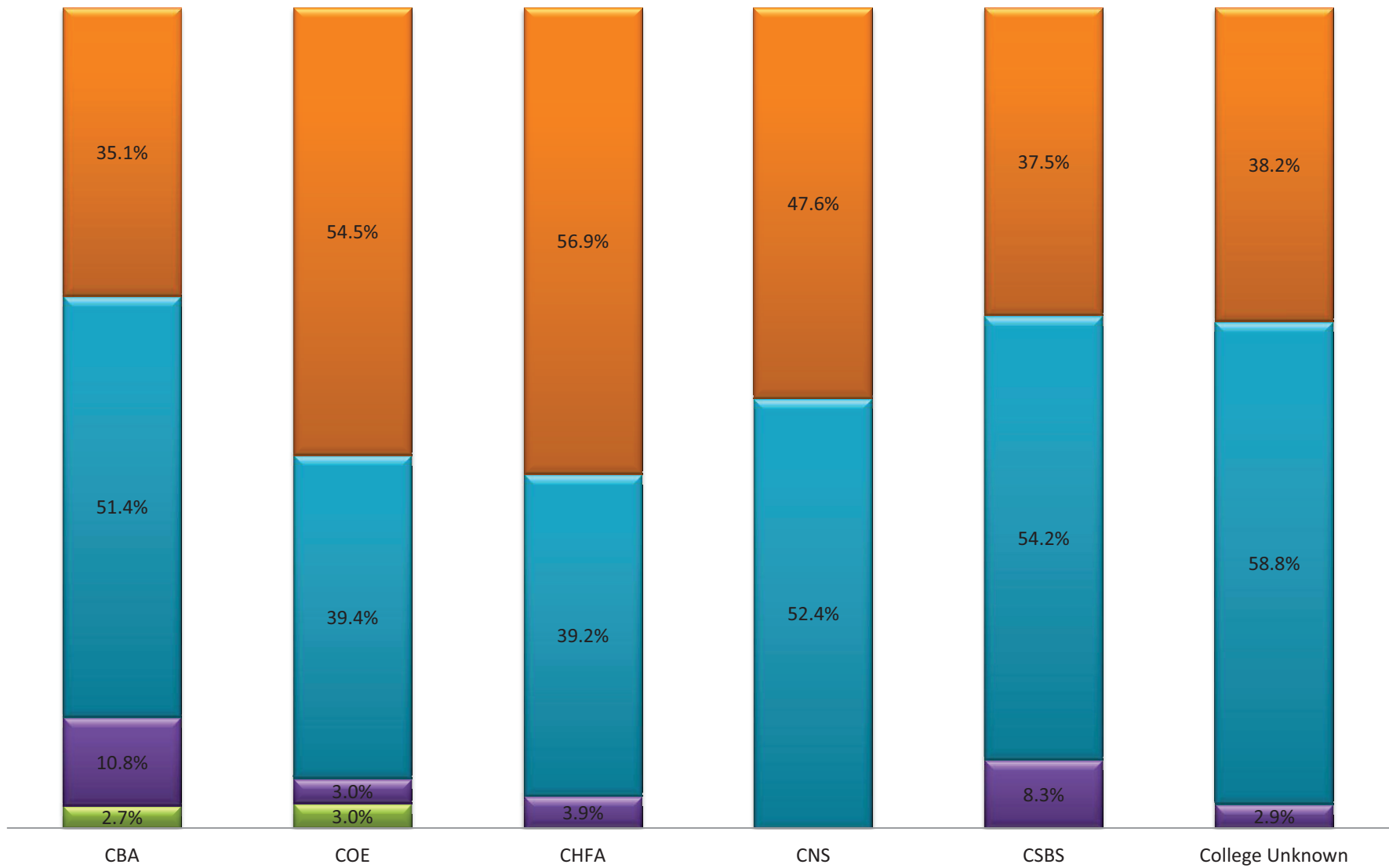
### How well has UNI prepared you for thinking creatively?

Cannot evaluate Poor Fair Average Good Excellent



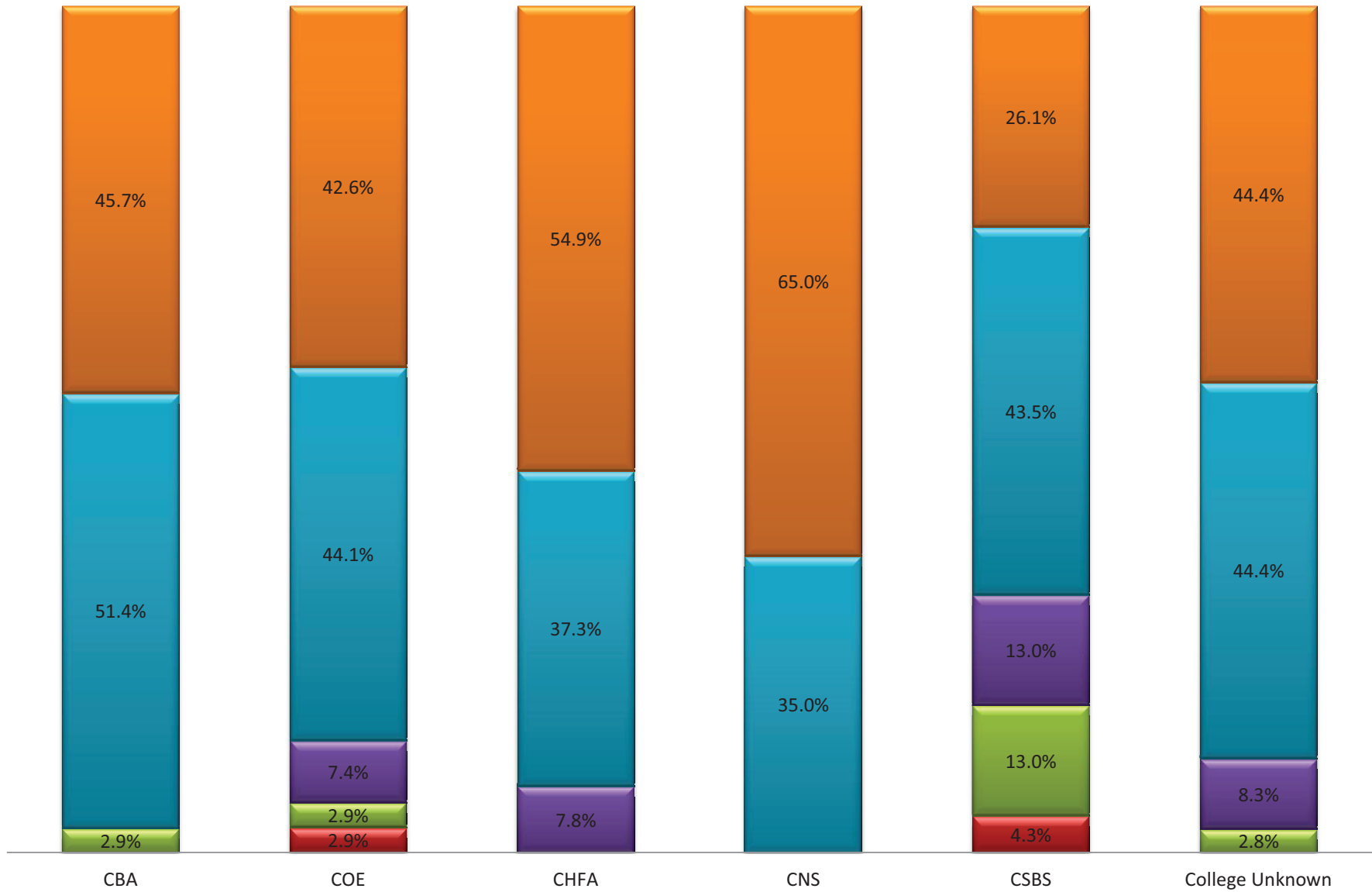
### How well has UNI prepared you for bringing information/ideas from different areas together?

Cannot evaluate Poor Fair Average Good Excellent



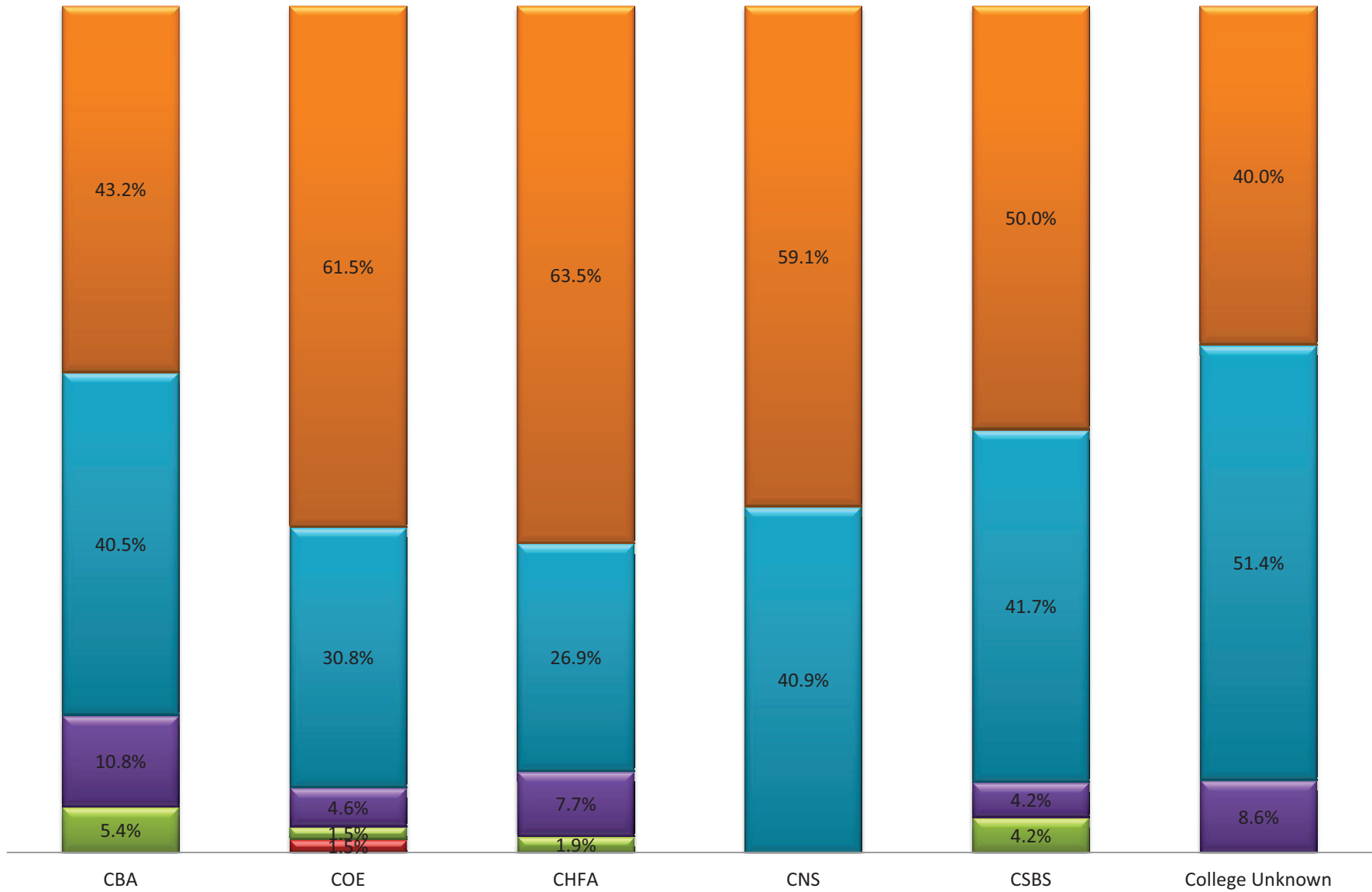
### How well has UNI prepared you for using research skills?

■ Cannot evaluate 
 ■ Poor 
 ■ Fair 
 ■ Average 
 ■ Good 
 ■ Excellent



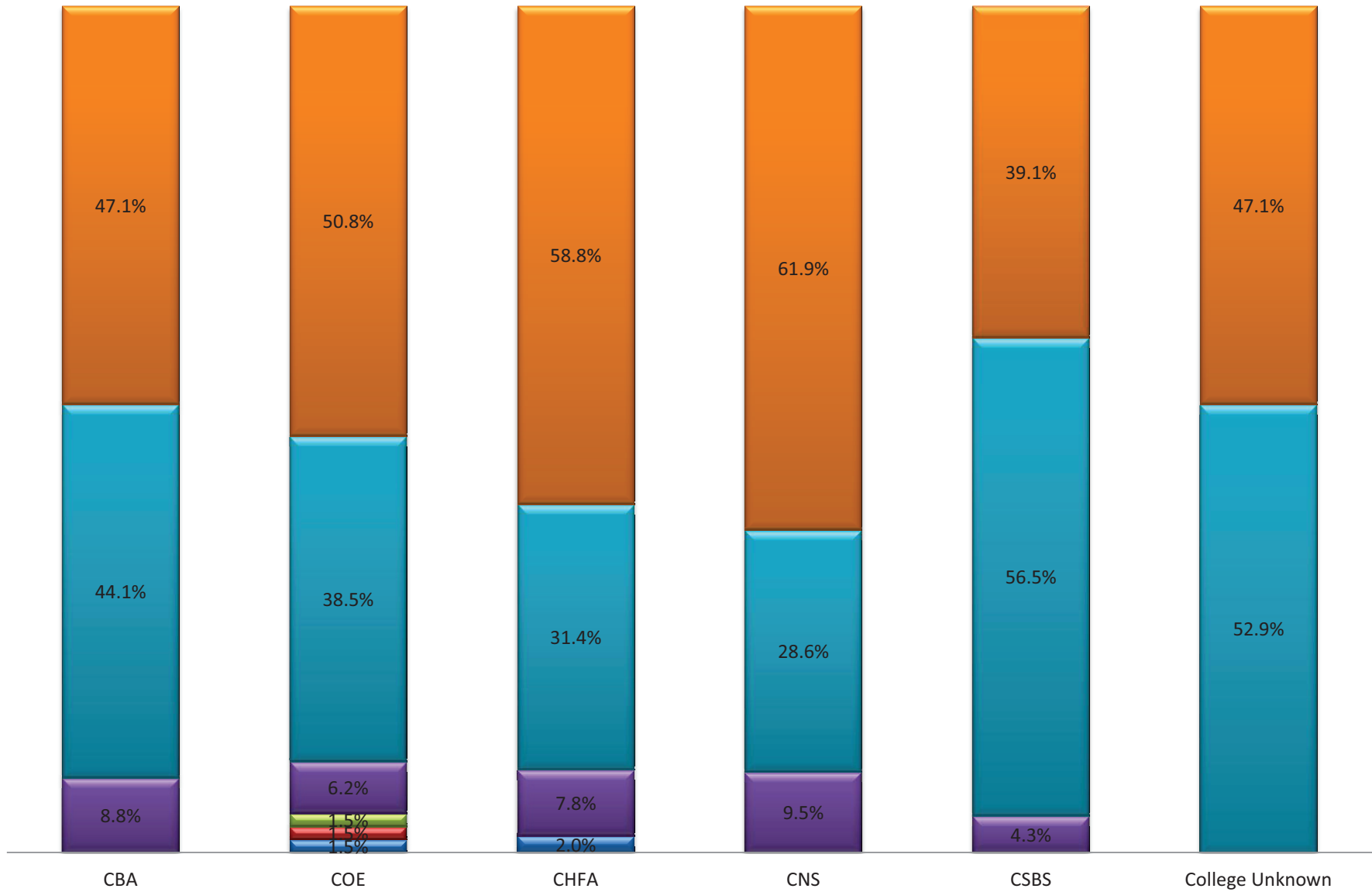
## How well has UNI prepared you for conducting yourself in a professional manner?

■ Cannot evaluate 
 ■ Poor 
 ■ Fair 
 ■ Average 
 ■ Good 
 ■ Excellent



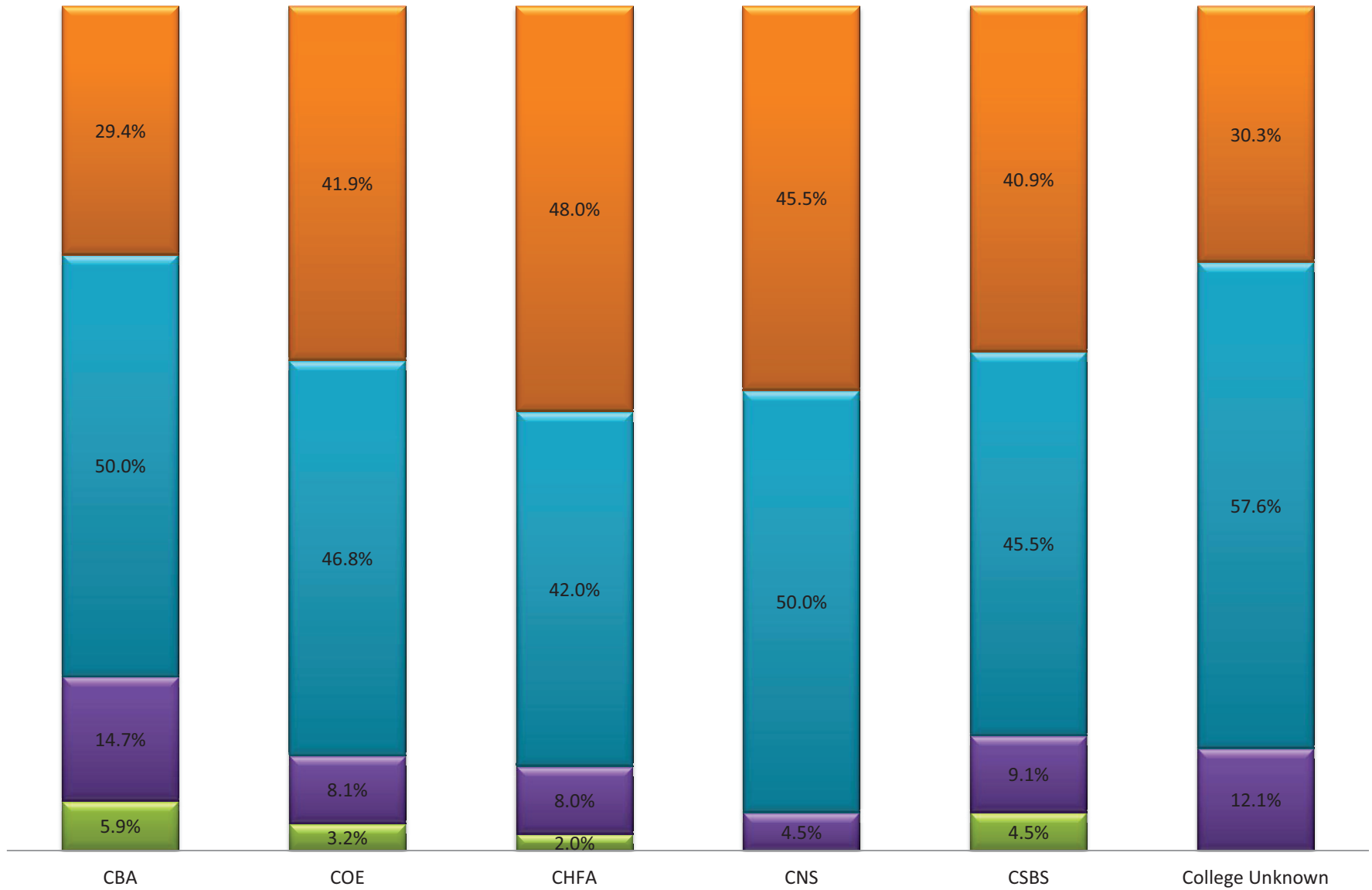
### How well has UNI prepared you for upholding ethical standards?

■ Cannot evaluate 
 ■ Poor 
 ■ Fair 
 ■ Average 
 ■ Good 
 ■ Excellent



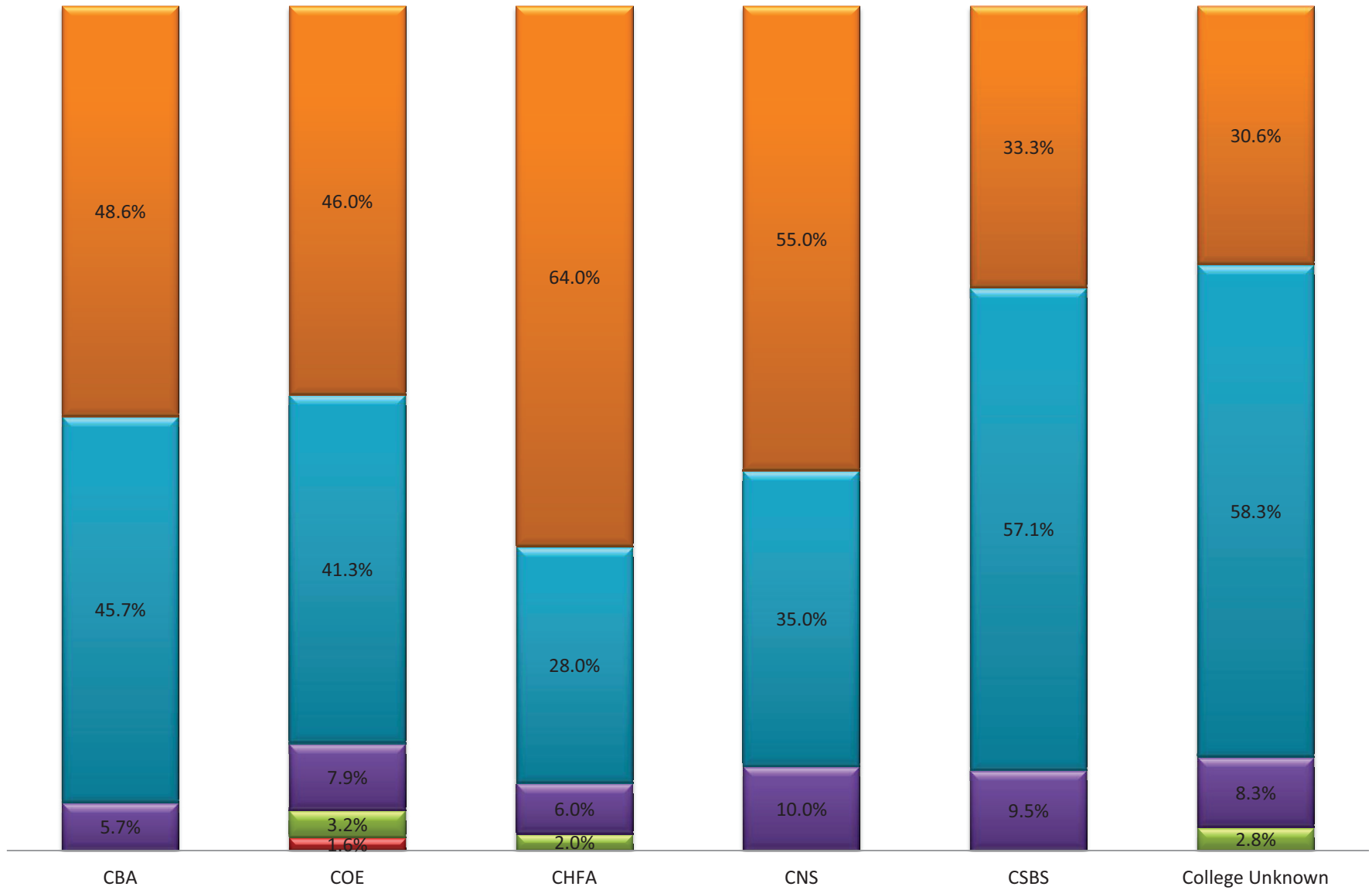
### How well has UNI prepared you for adapting to change?

Cannot evaluate Poor Fair Average Good Excellent



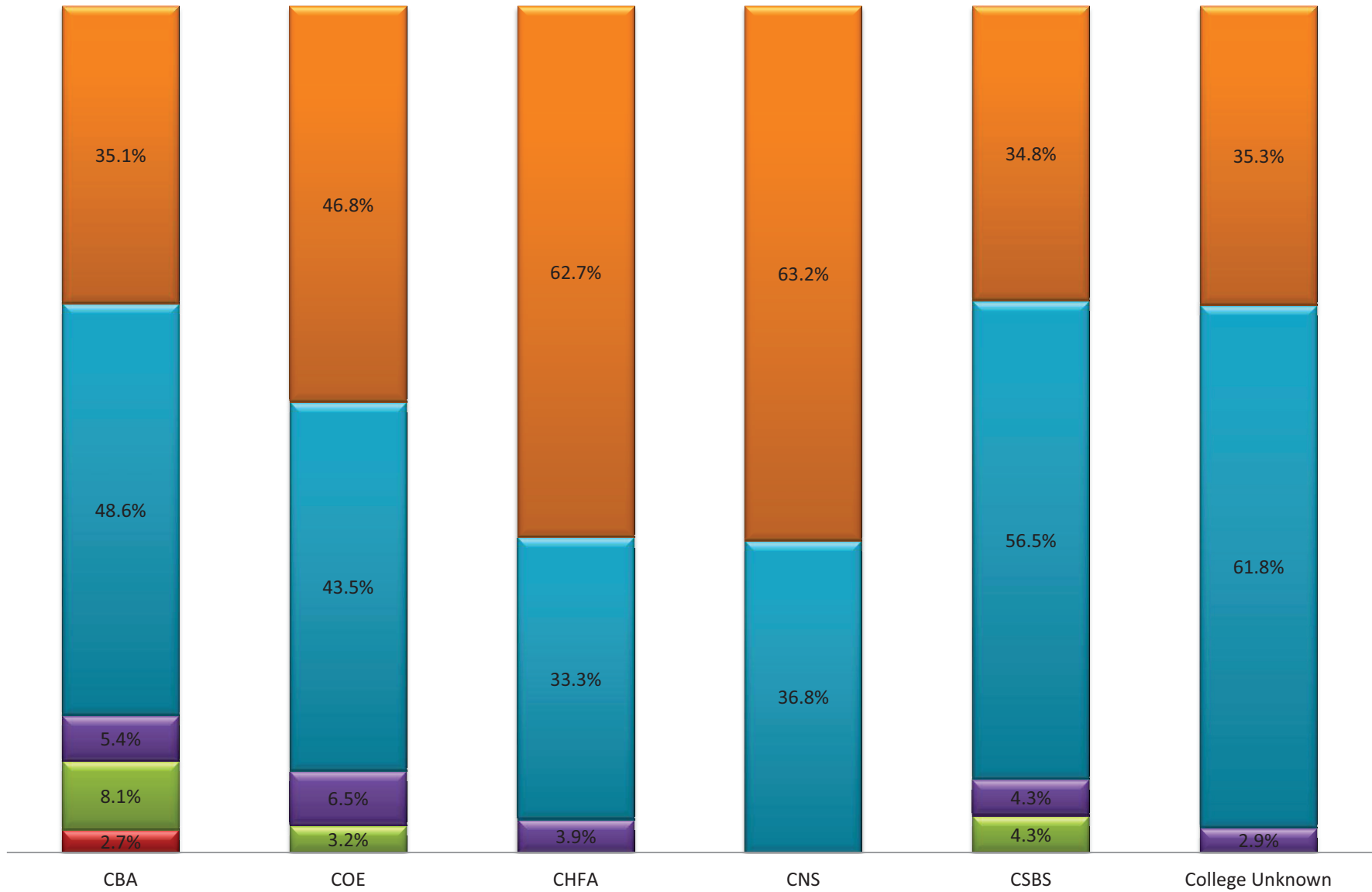
### How well has UNI prepared you for working under pressure?

Cannot evaluate Poor Fair Average Good Excellent



### How well has UNI prepared you for working independently?

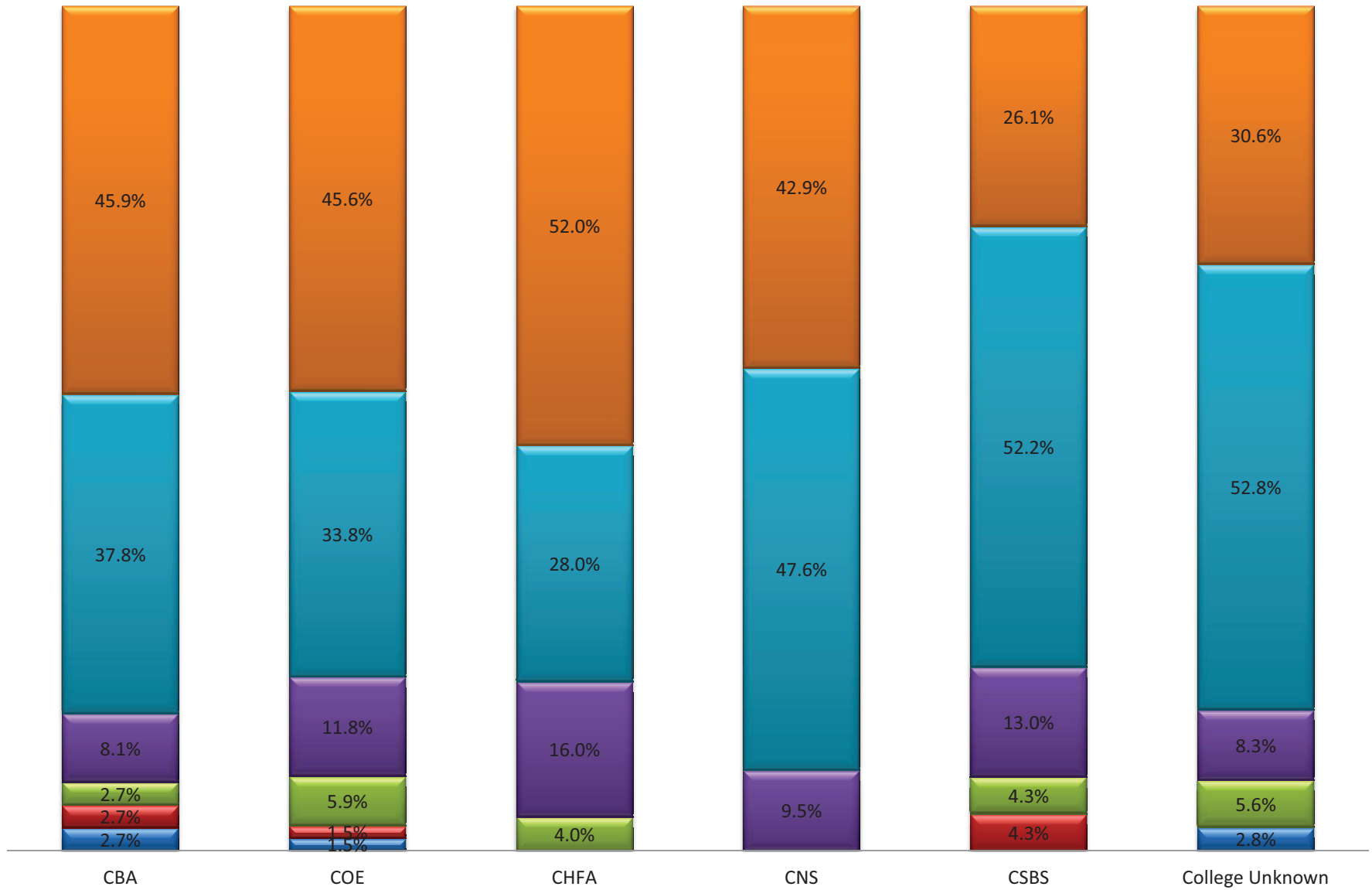
Cannot evaluate Poor Fair Average Good Excellent





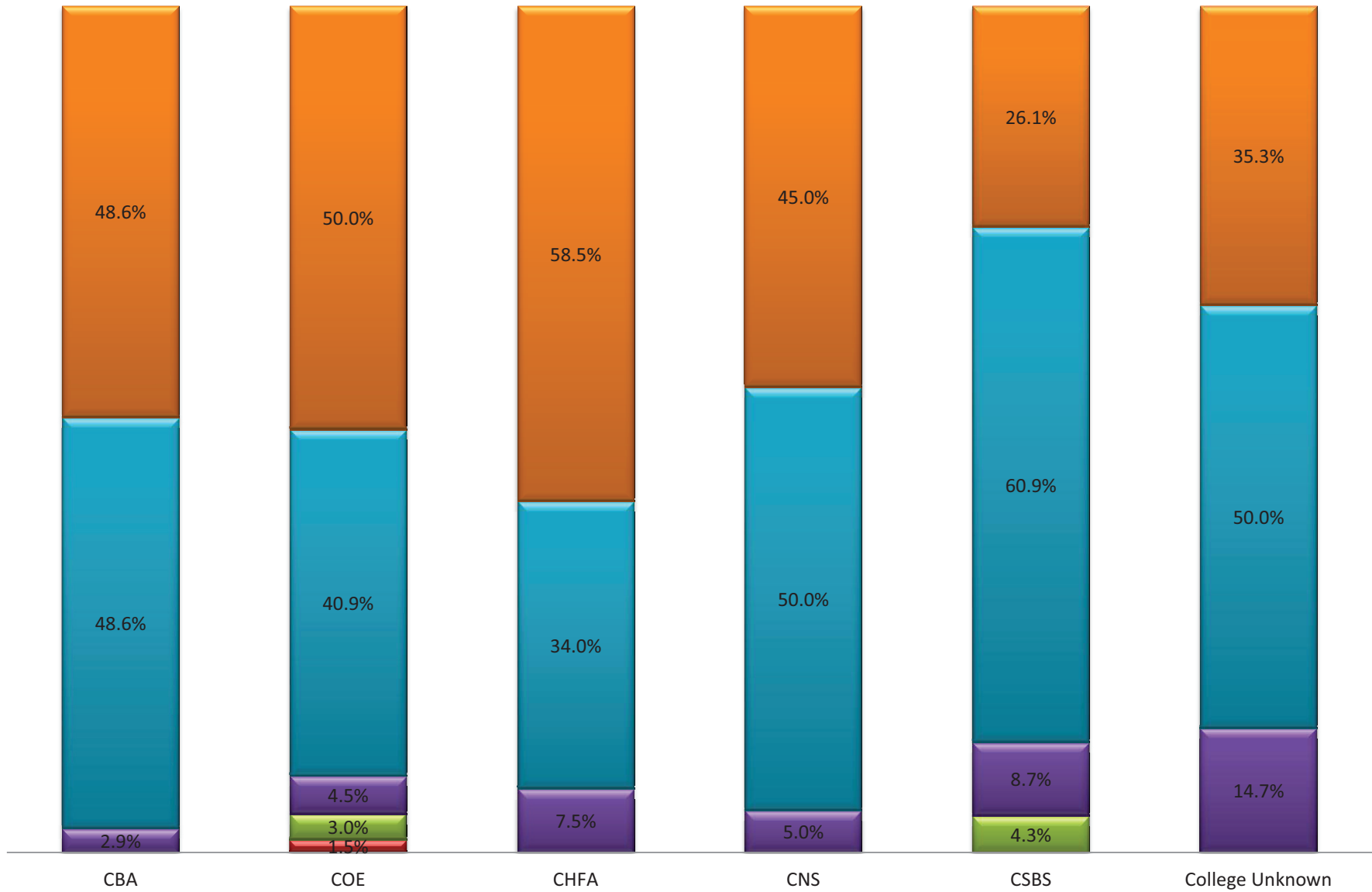
### How well has UNI prepared you for working with people of diverse backgrounds?

Cannot evaluate Poor Fair Average Good Excellent



### How well has UNI prepared you for working as a team member?

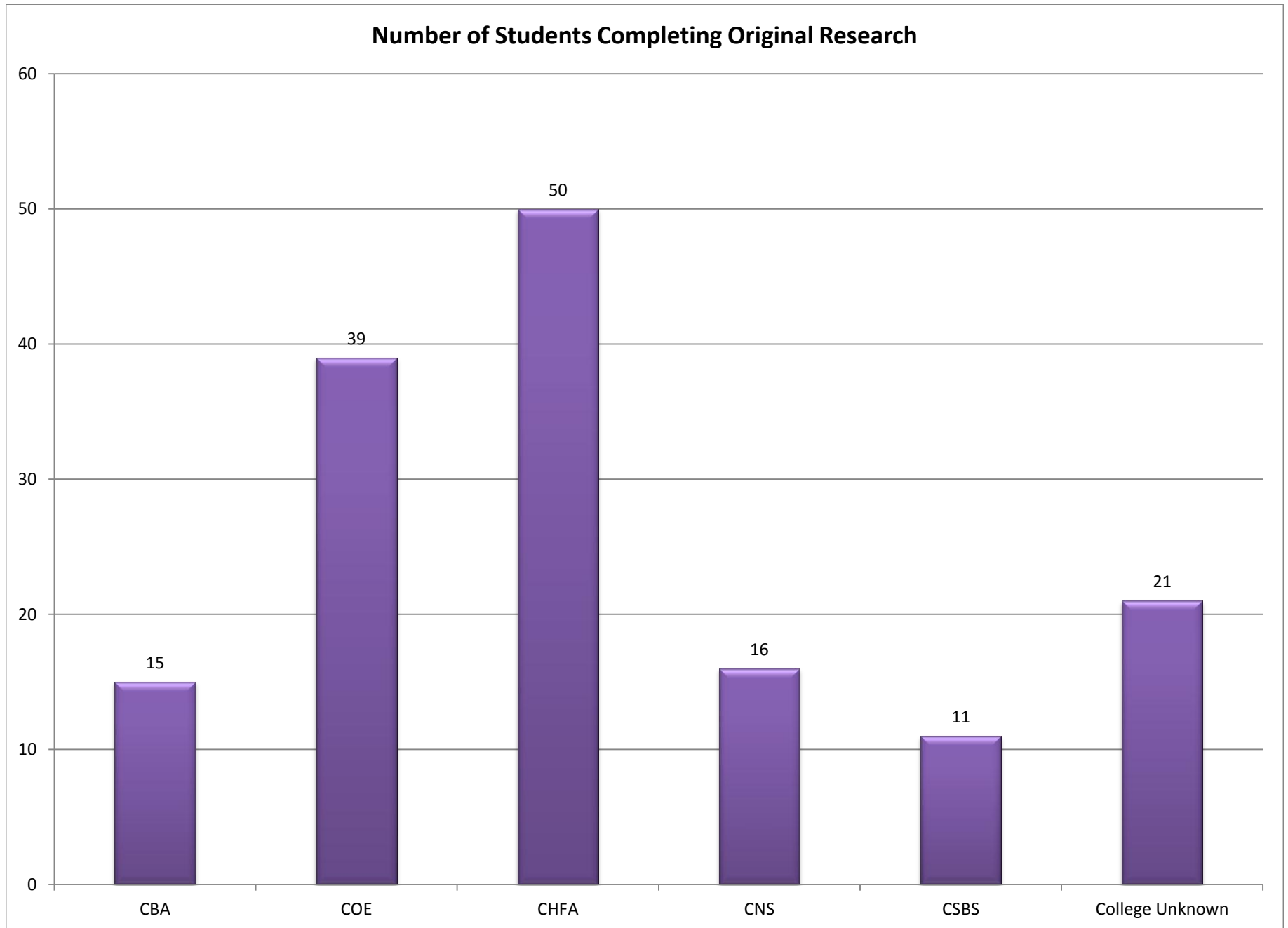
■ Cannot evaluate 
 ■ Poor 
 ■ Fair 
 ■ Average 
 ■ Good 
 ■ Excellent

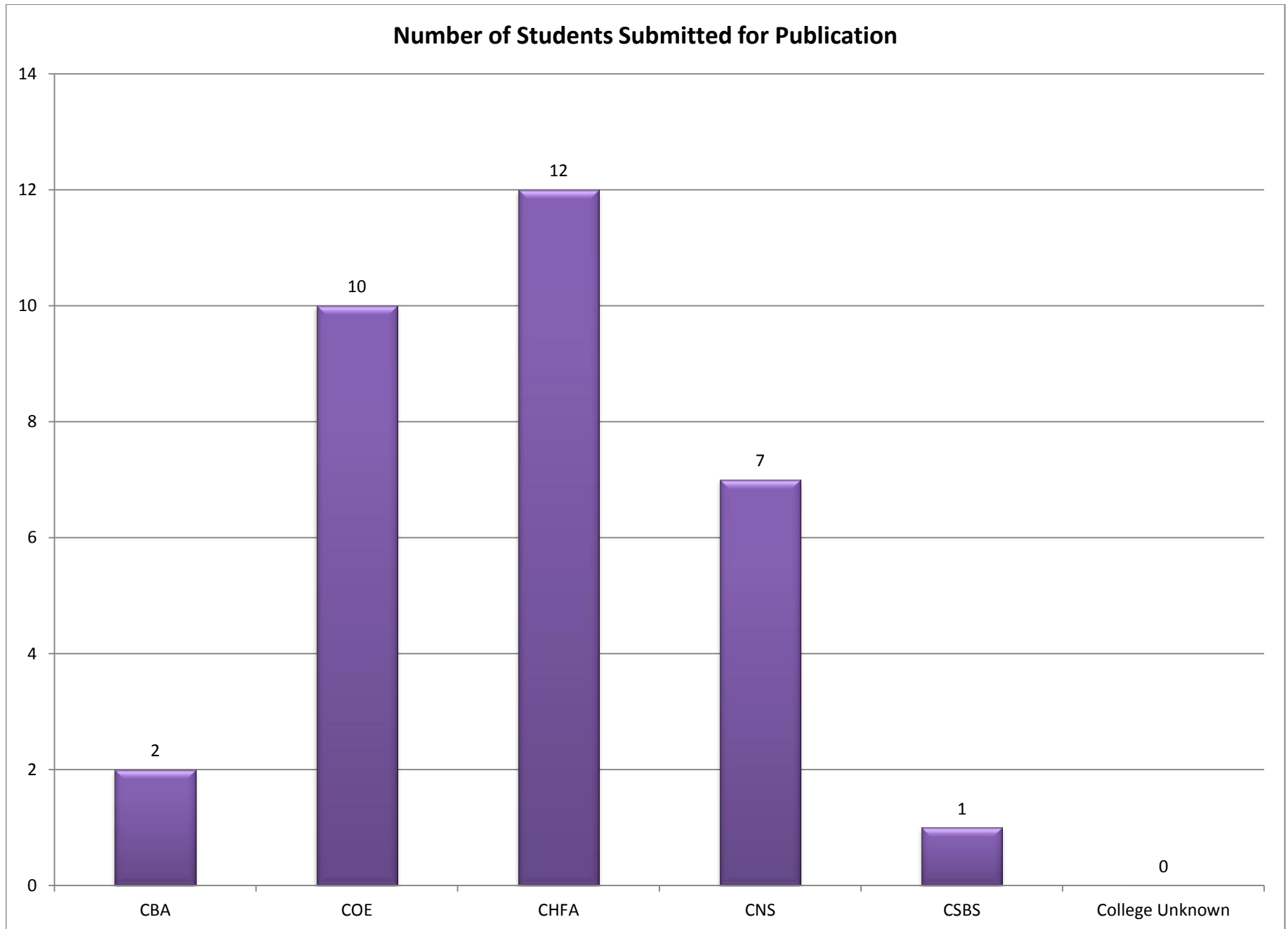


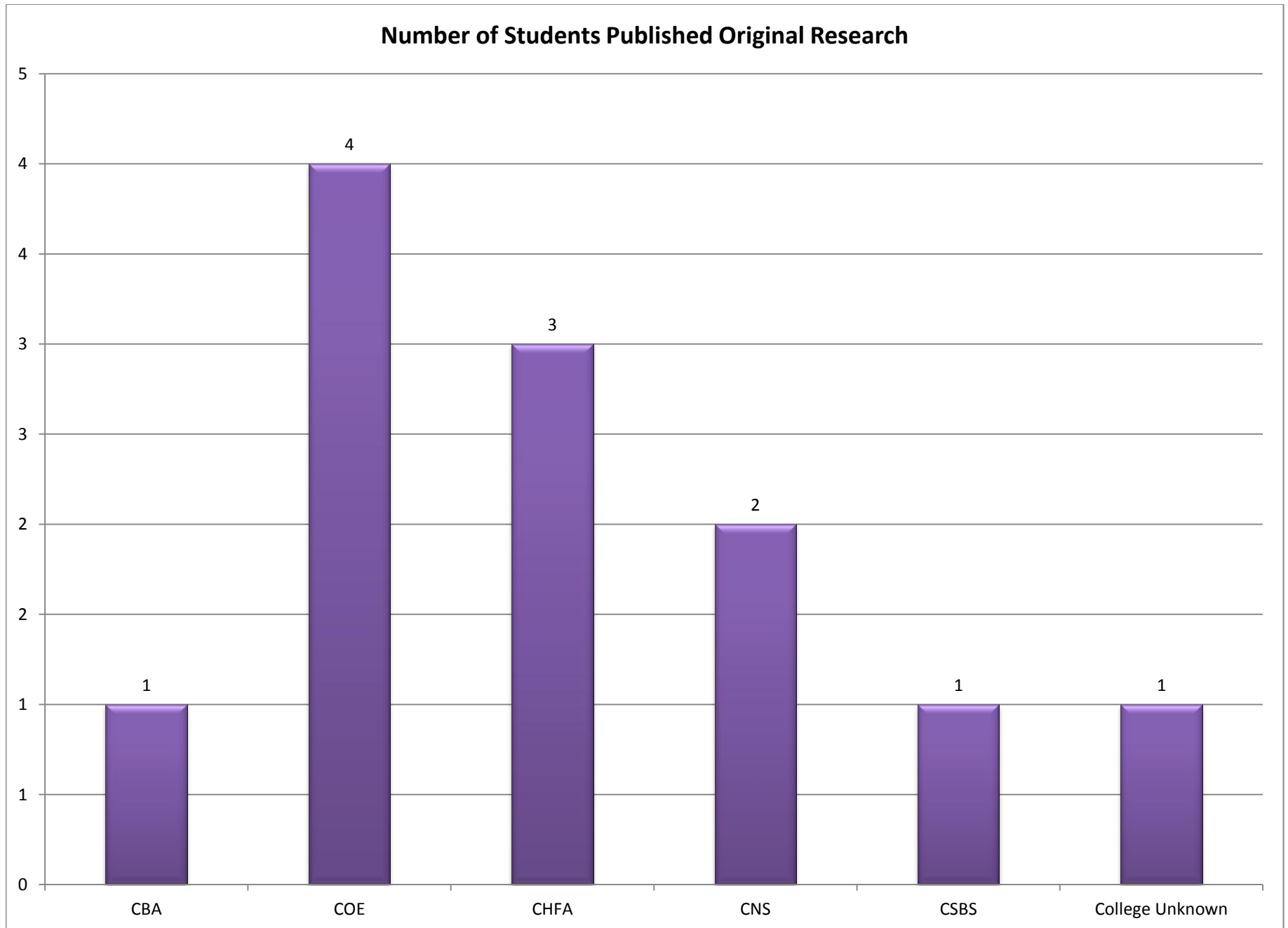
## Summary of Scholarly and Academic Activities at UNI

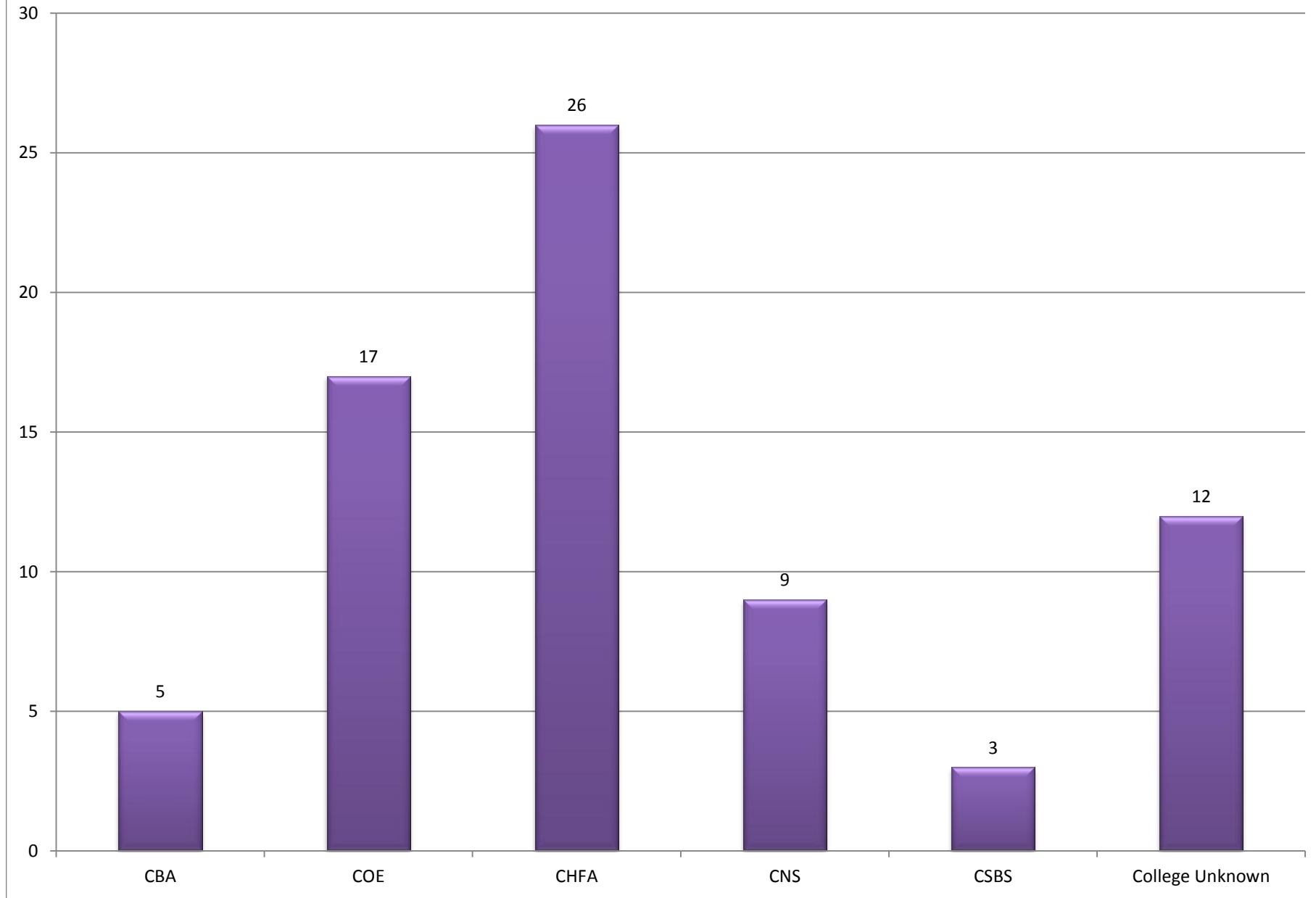
In answer to the seven questions in the first part of this section, reported activities across colleges tend to concentrate in “completed original research” (152 or 52.6%), “completed practicum or internship” (134 or 46.4%), and “creative work presented for review” (72 or 24.9%). Activities in four other areas, however, are quite limited in reported number – “published original research” (12 or 4.2%), “submitted for publication” (32 or 11.1%), “presented at professional conference” (55 or 19%), and “participated in professional society” (59 or 20.4%).

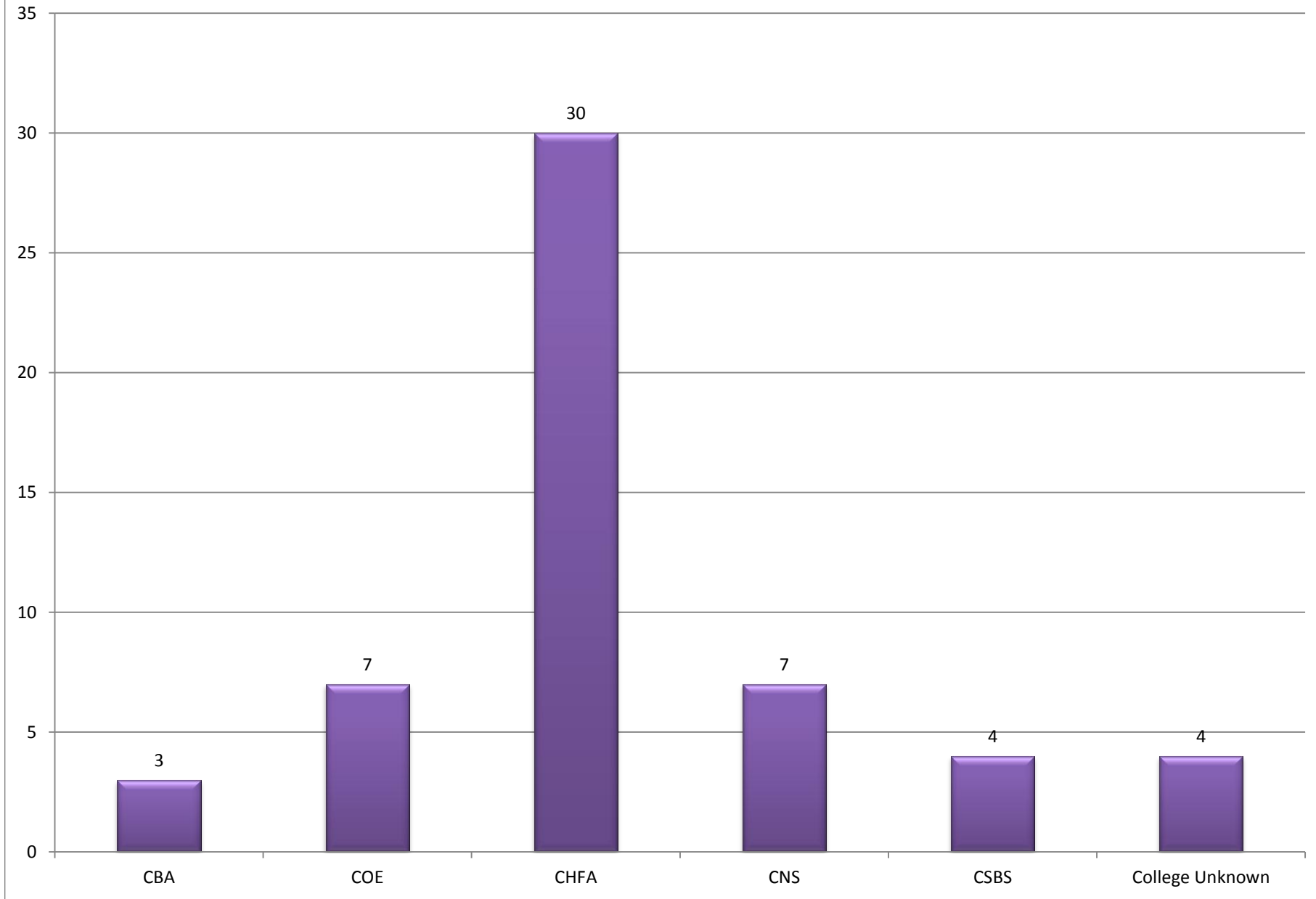
The second part of the activities section queries about the importance of the listed reasons for going to graduate school and students’ satisfaction in these areas. In order of importance, the reasons chosen by participants across colleges for going to graduate school are personal growth or fulfillment (92.4%), to learn new skills (89.3%), intellectual stimulation (88.5%), advancement or promotion (75.5%), entry into a new career (63.1%), and a stepping-stone or preparation for further graduate education (49.1%). In descending order students’ satisfaction rate for achieving the stated goals are 97.9% for advancement or promotion, 91.9% for personal growth or fulfillment, 90.9% for intellectual stimulation, 86.2% for learning new skills, 63.4% for entry into a new career, and 56.8% for getting prepared for further graduate education.



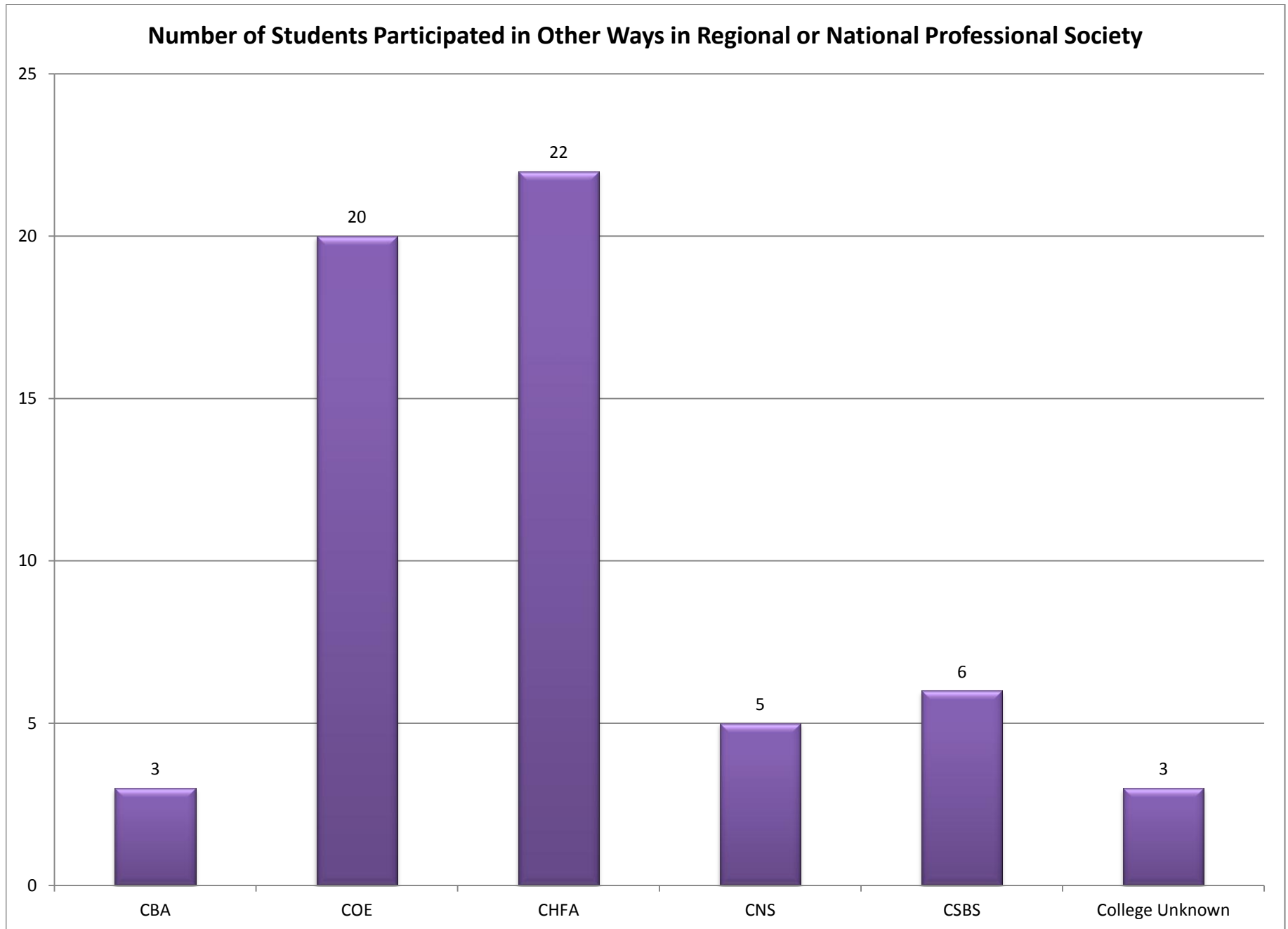




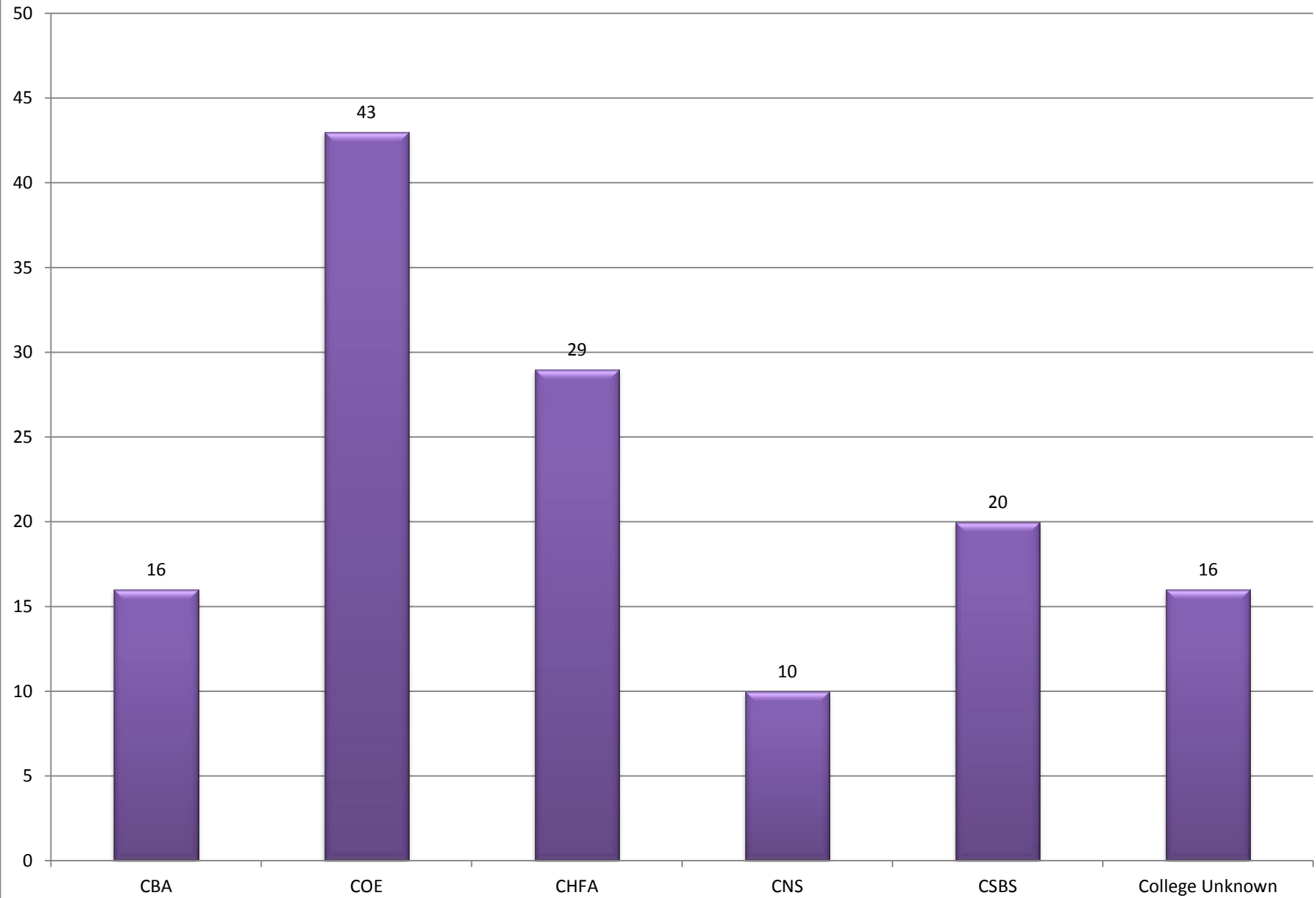
**Number of Students Having Creative Work Presented for Review**

**Number of Students Presented at a Professional Conference**



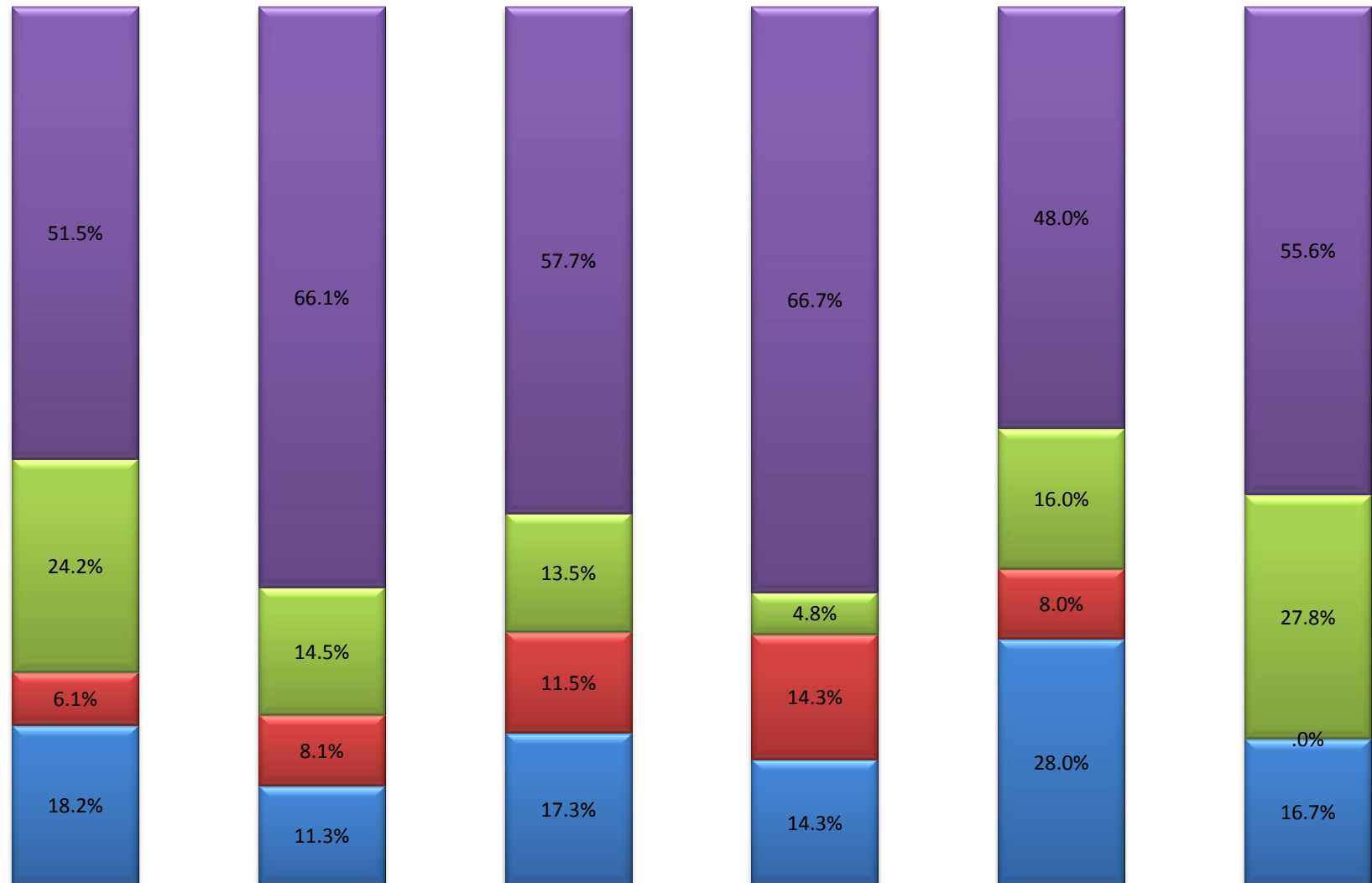


**Number of Students Completing a Practicum or Internship in a Professional Setting**



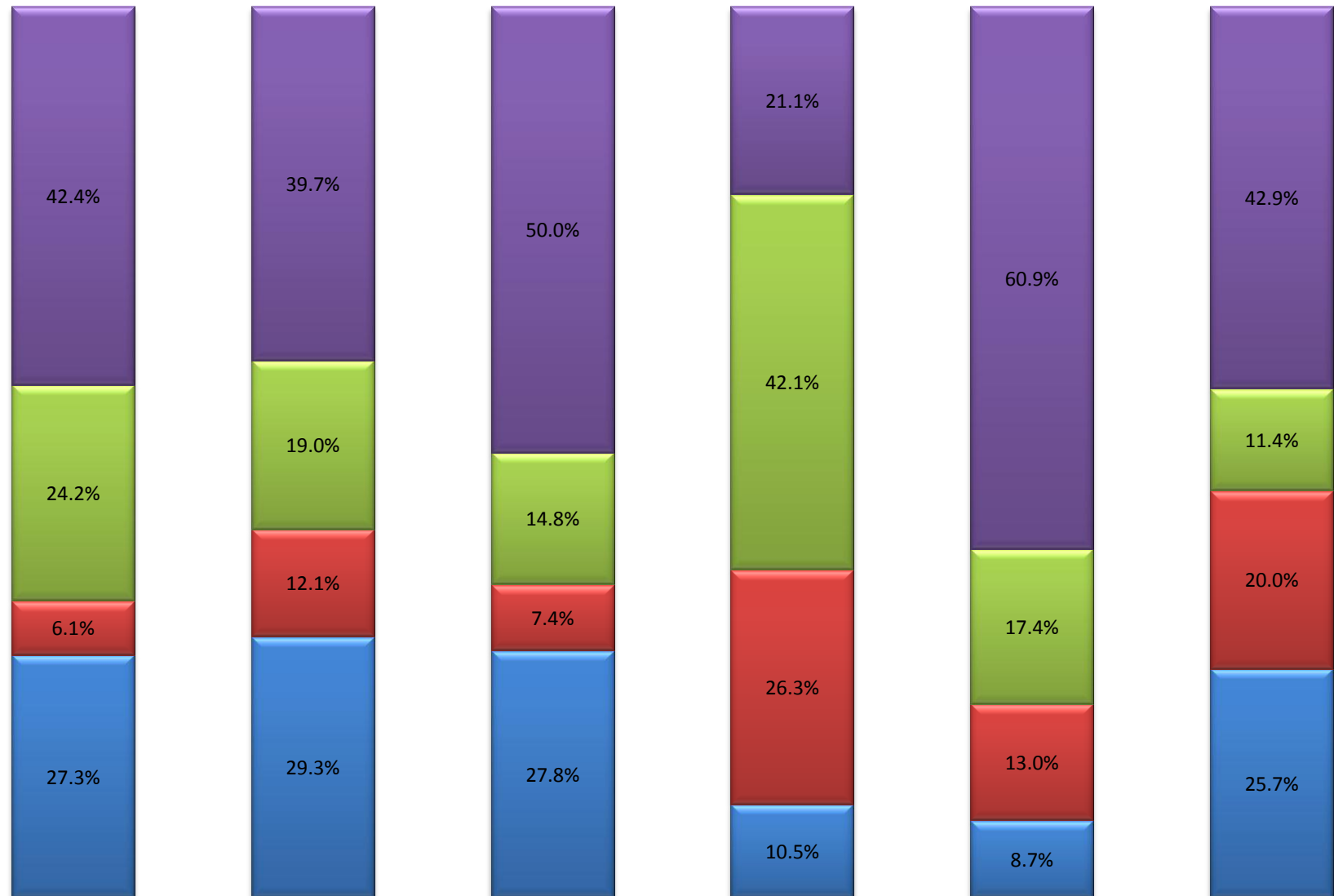
**How important was advancement or promotion in a career you had already begun a reason for going to graduate school?**

Low Somewhat Low Somewhat High High



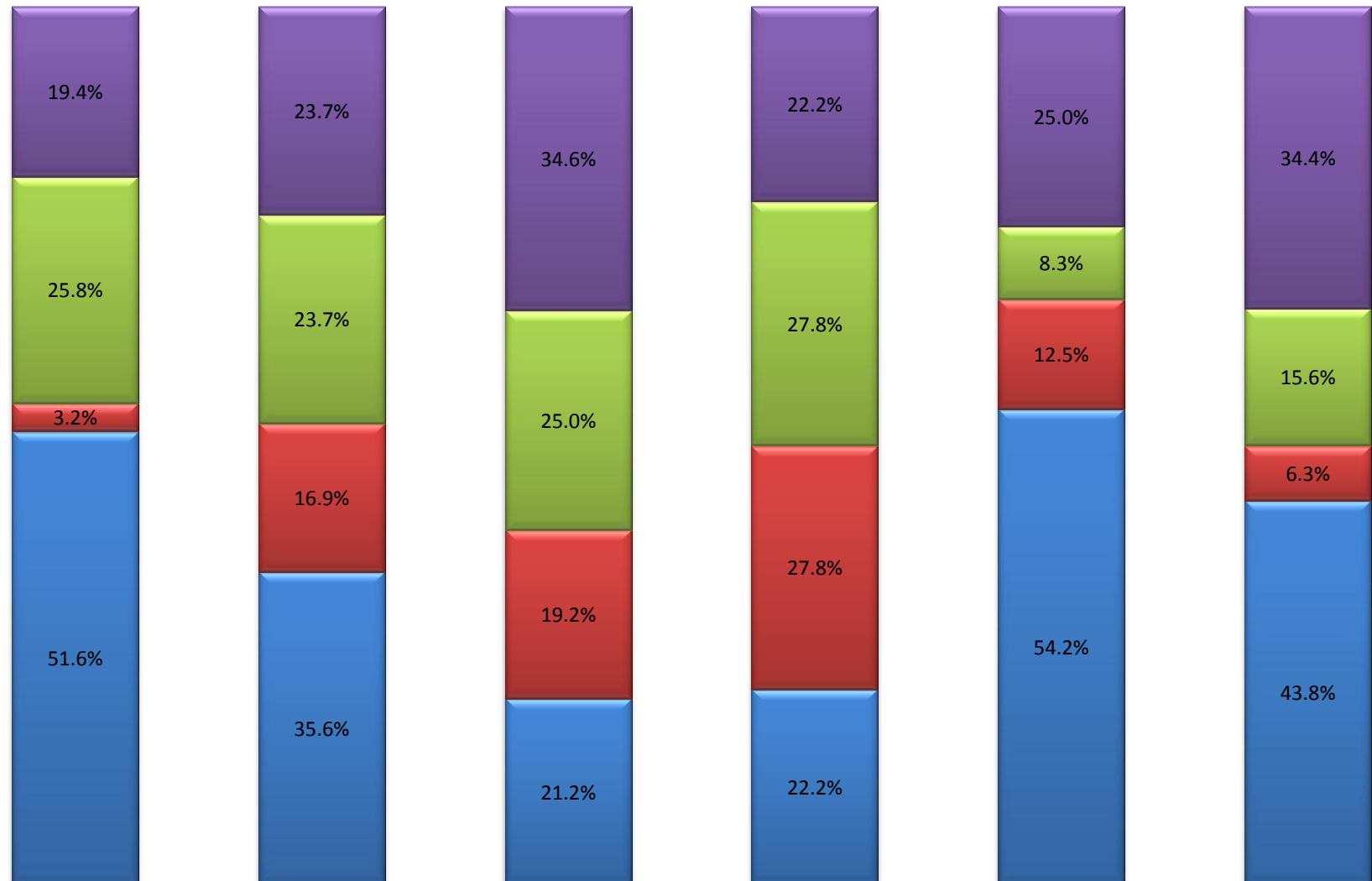
### How important was entry into a new career a reason for going to graduate school?

Low Somewhat Low Somewhat High High



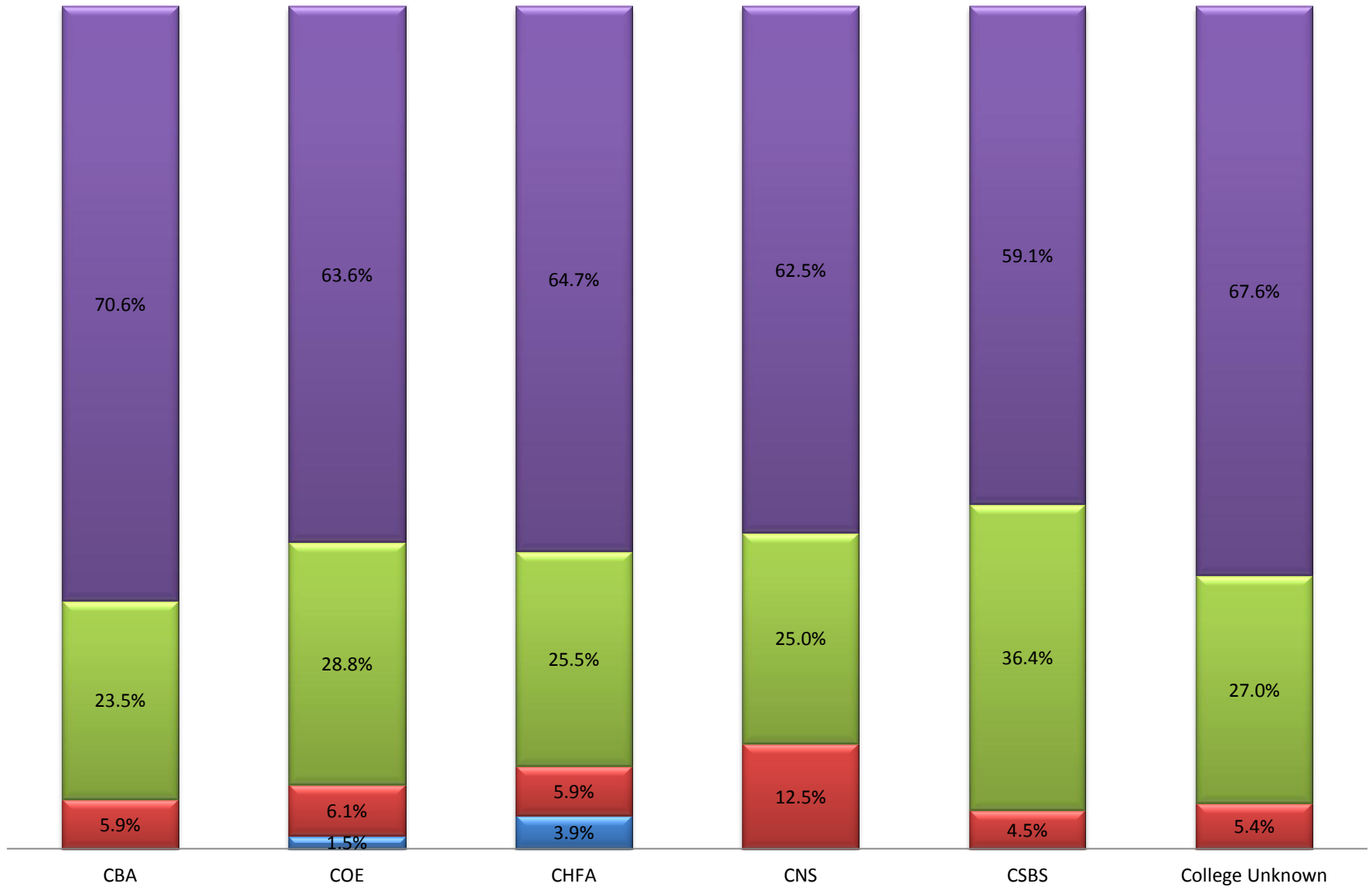
### How important was graduate study a stepping stone/preparation for further graduate education?

Low Somewhat Low Somewhat High High



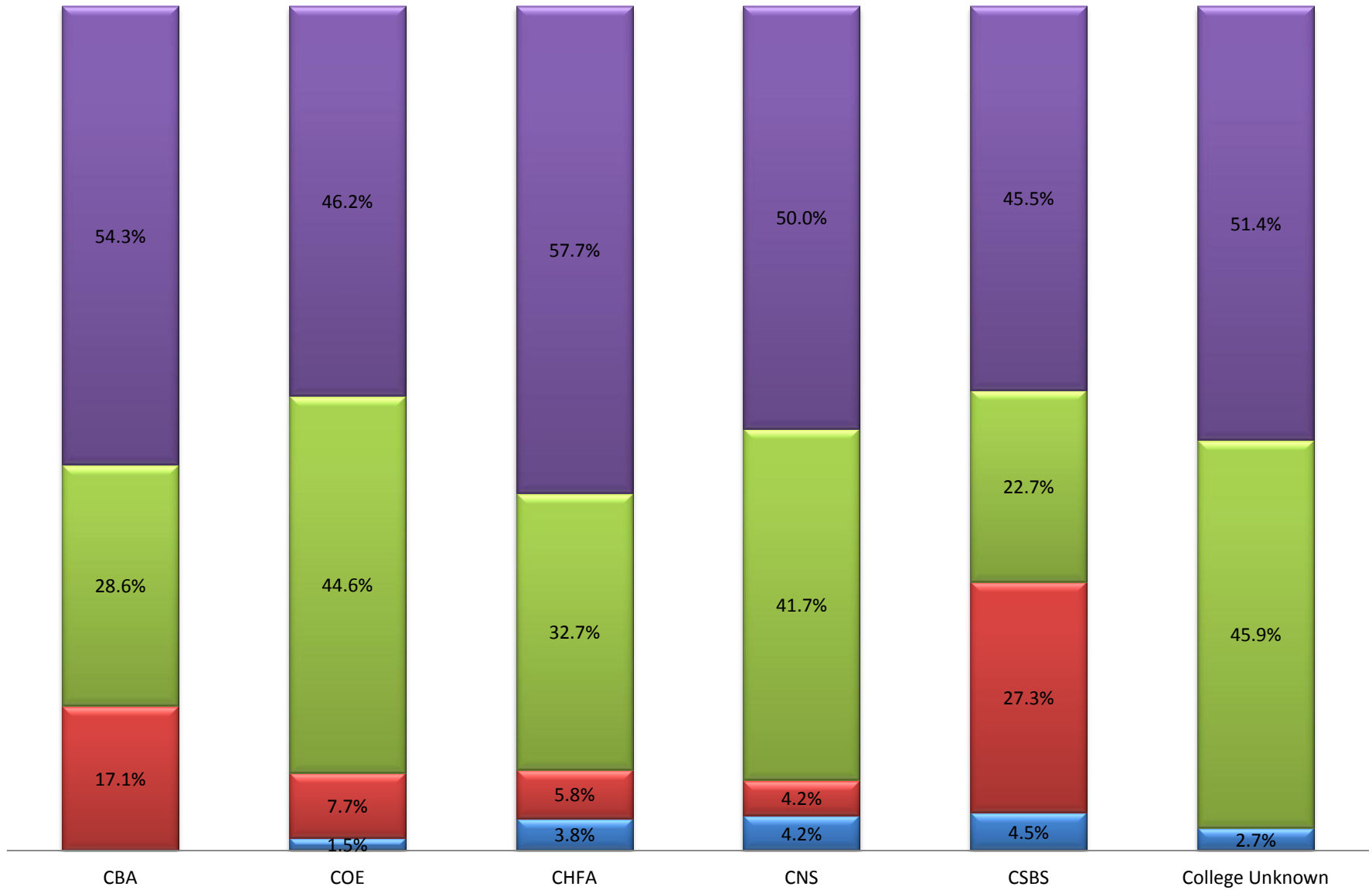
### How important was personal growth or fulfillment a reason for going to graduate school?

Low Somewhat Low Somewhat High High



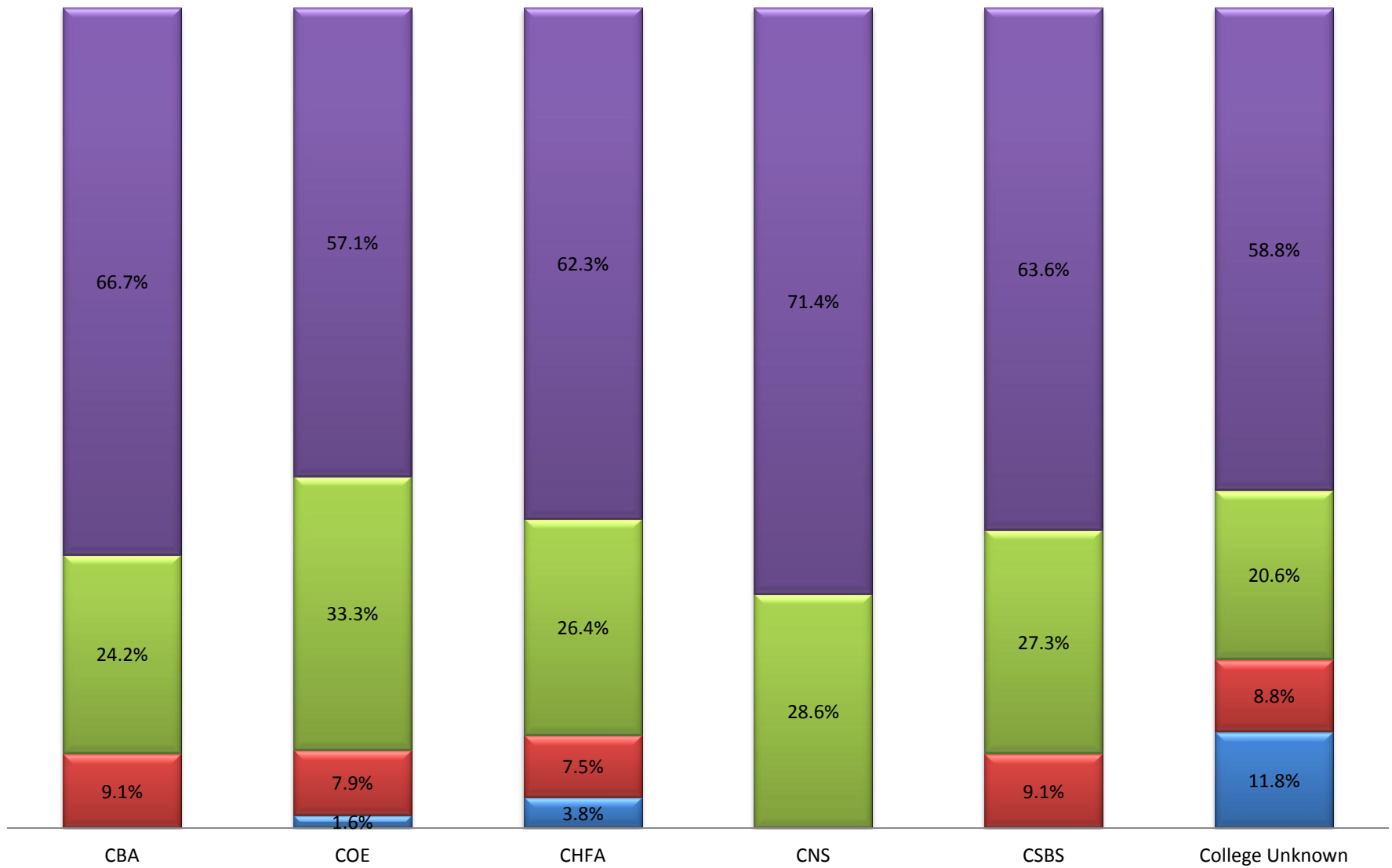
### How important was intellectual stimulation a reason for going to graduate school?

Low Somewhat Low Somewhat High High



**How important was to learn new intellectual/technical skills relevant to your career a reason for going to graduate school?**

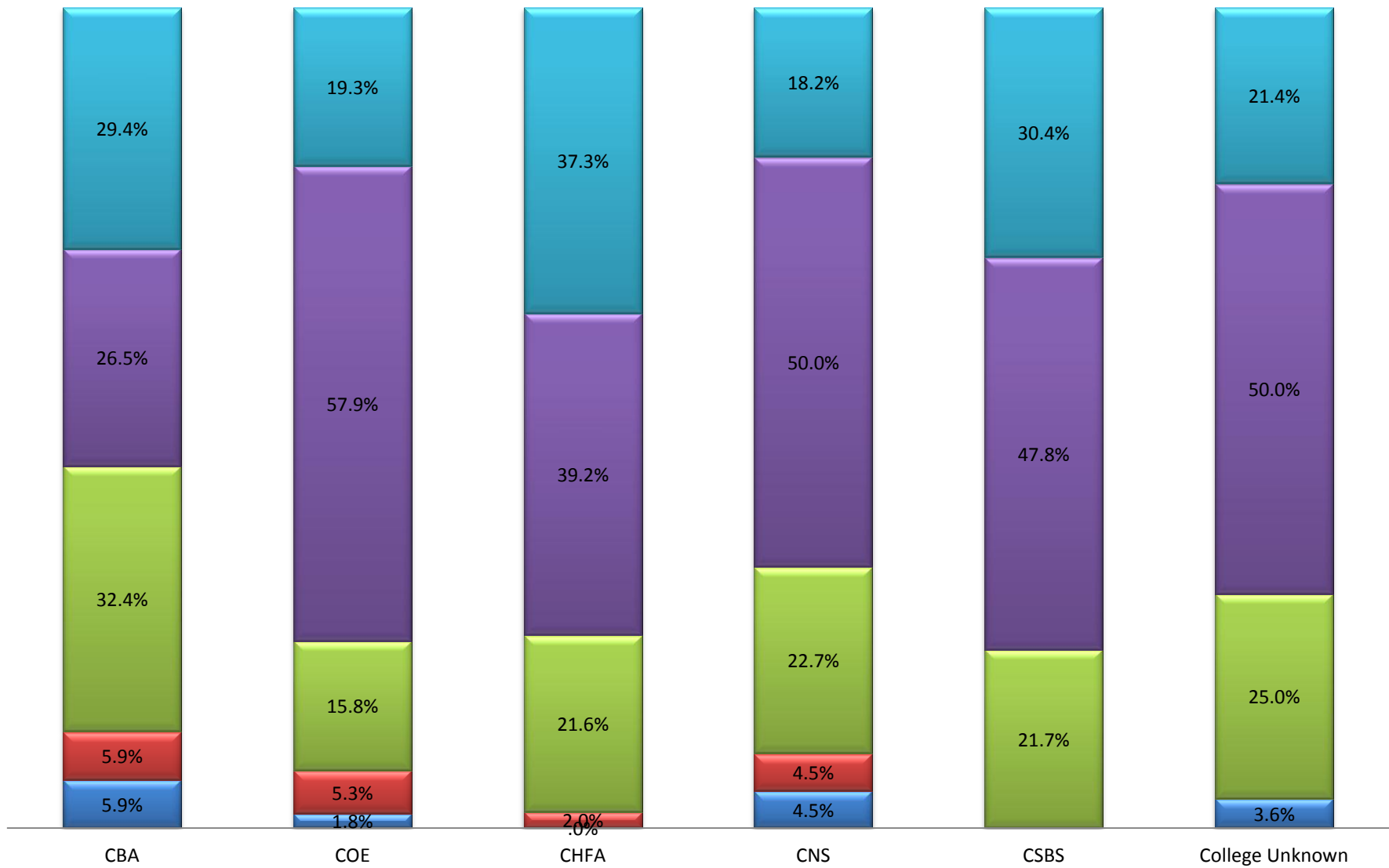
Low Somewhat Low Somewhat High High





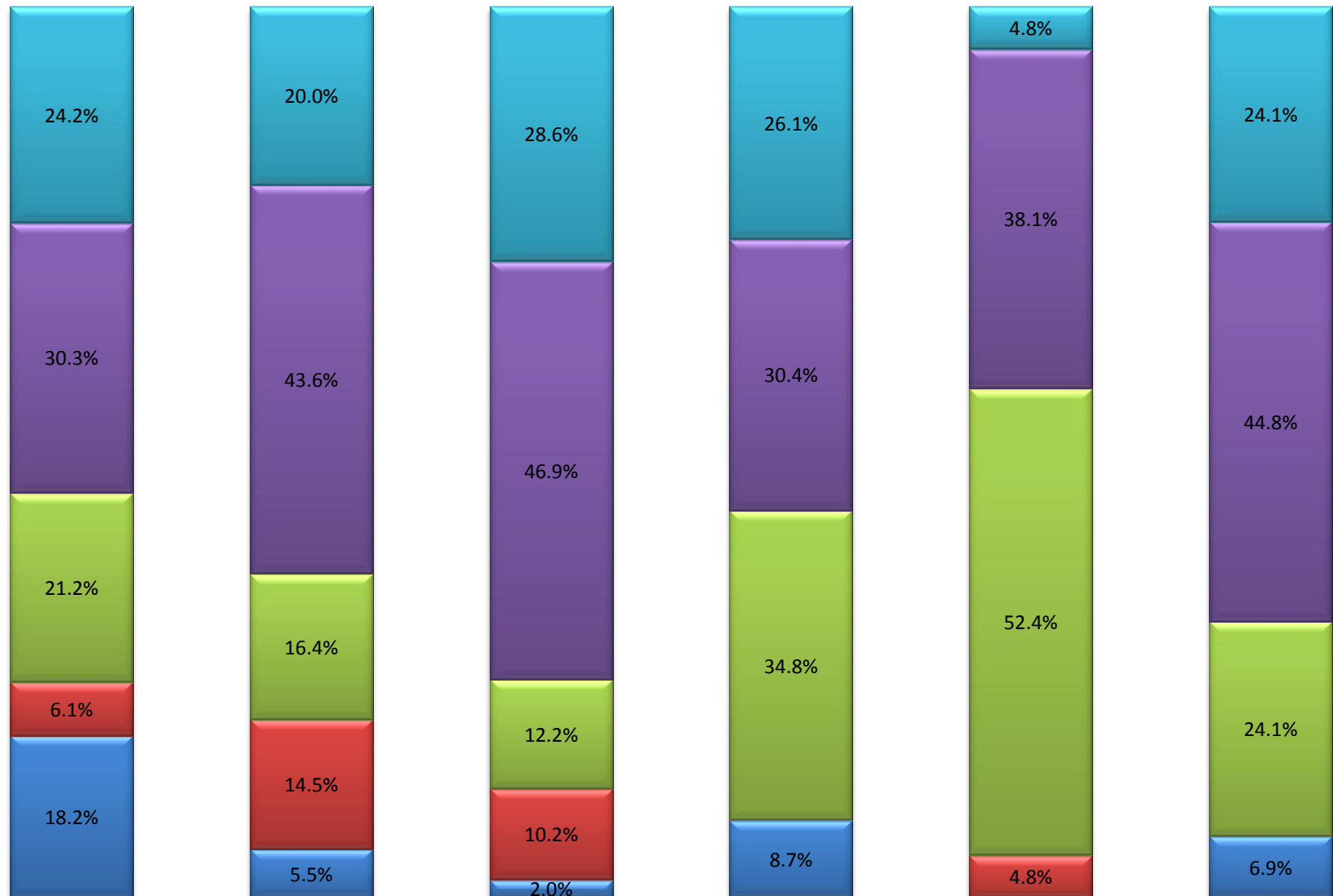
### How satisfied do you feel about the goal of achieving advancement or promotion in a career you had already begun?

■ Low ■ Somewhat Low ■ Somewhat High ■ High ■ Does Not Apply



### How satisfied do you feel about the goal of achieving entry into a new career?

Low Somewhat Low Somewhat High High Does Not Apply



CBA

COE

CHFA

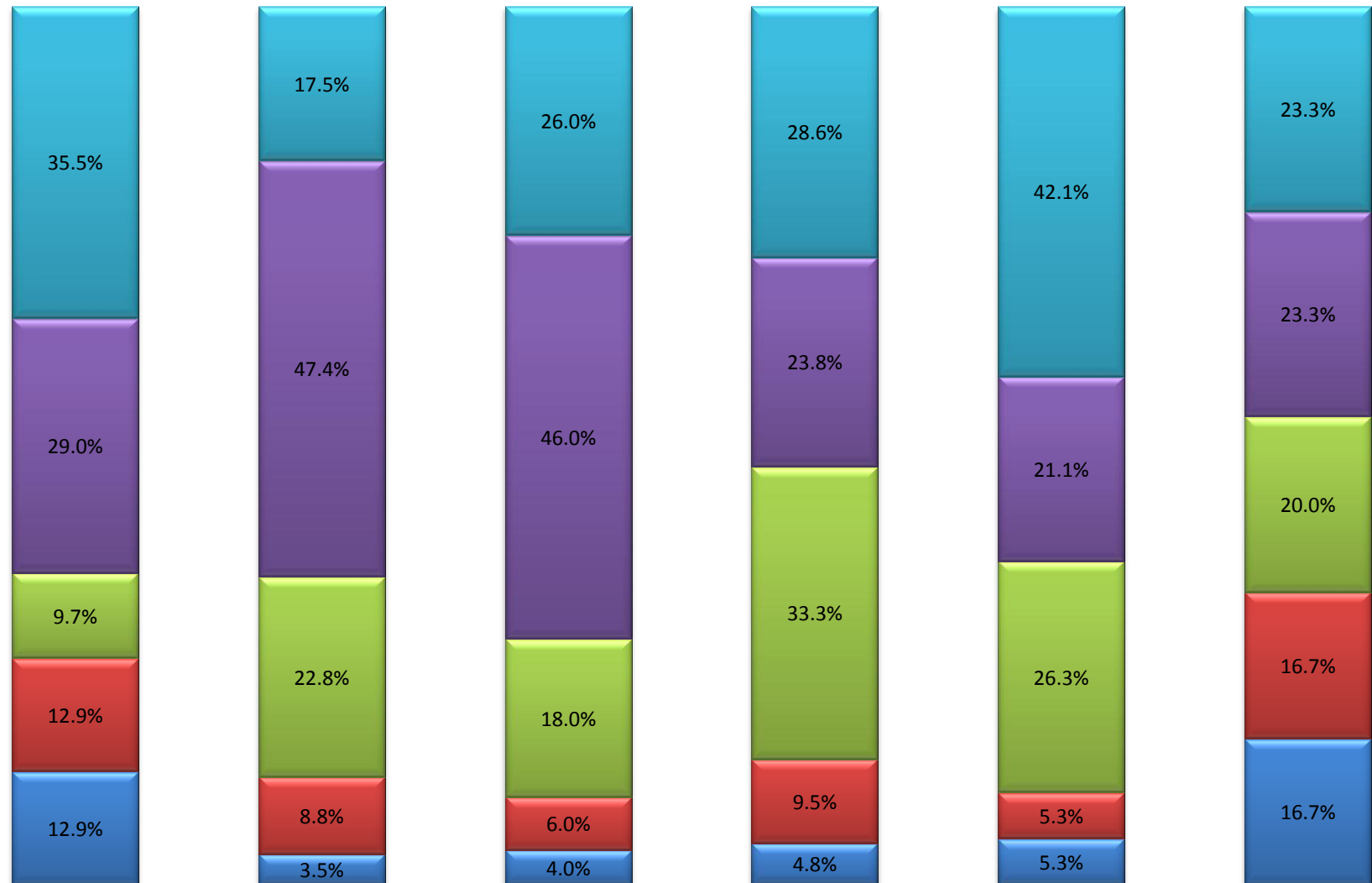
CNS

CSBS

College Unknown

### How satisfied do you feel about the goal of graduate study being a stepping stone/preparation for further graduate education?

■ Low ■ Somewhat Low ■ Somewhat High ■ High ■ Does Not Apply



CBA

COE

CHFA

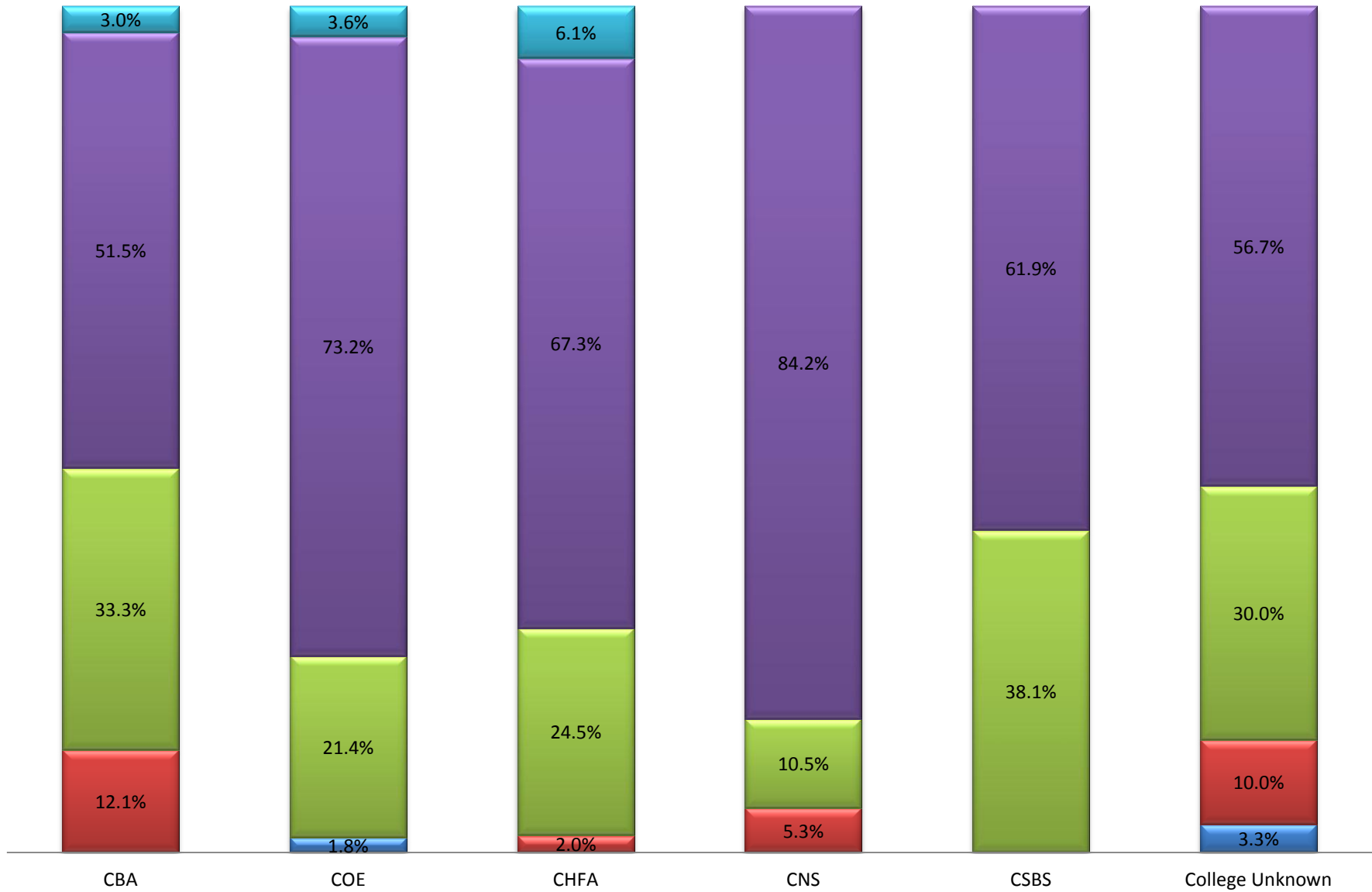
CNS

CSBS

College Unknown

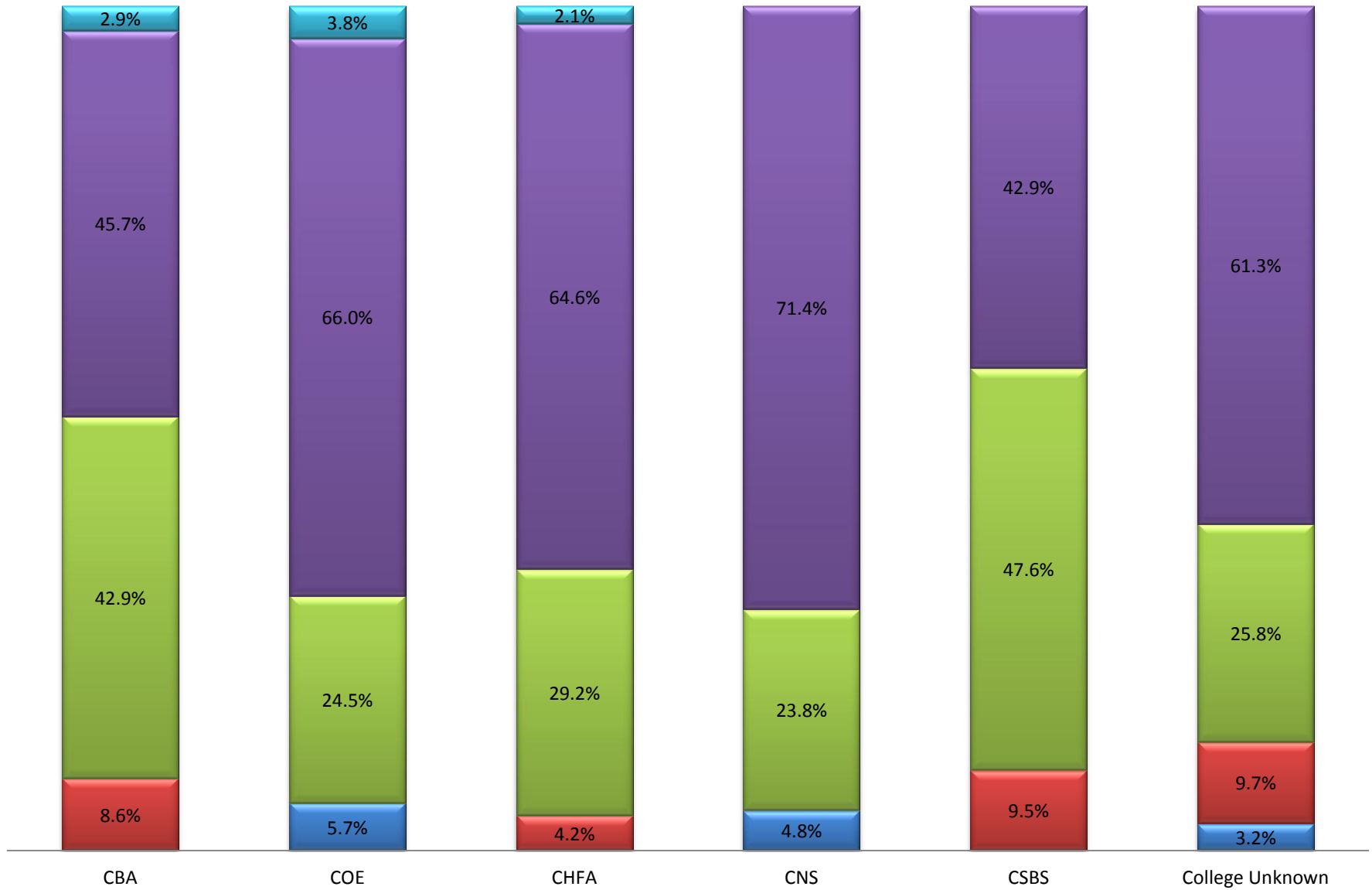
### How satisfied do you feel about the goal of achieving personal growth/fulfillment?

■ Low ■ Somewhat Low ■ Somewhat High ■ High ■ Does Not Apply



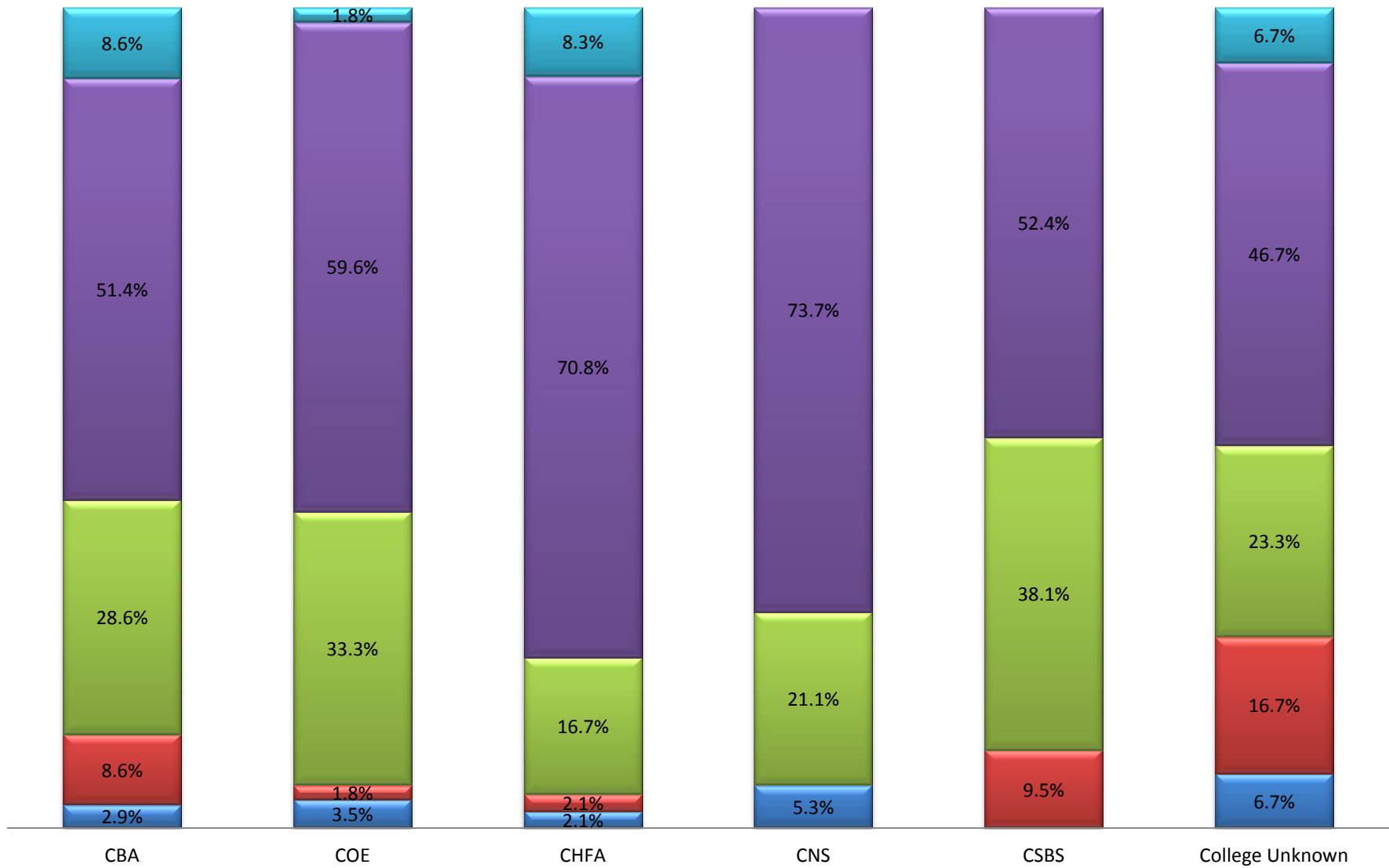
### How satisfied do you feel about the goal of achieving intellectual stimulation?

Low Somewhat Low Somewhat High High Does Not Apply



### How satisfied do you feel about the goal of learning new intellectual/technical skills relevant to your career?

Low Somewhat Low Somewhat High High Does Not Apply

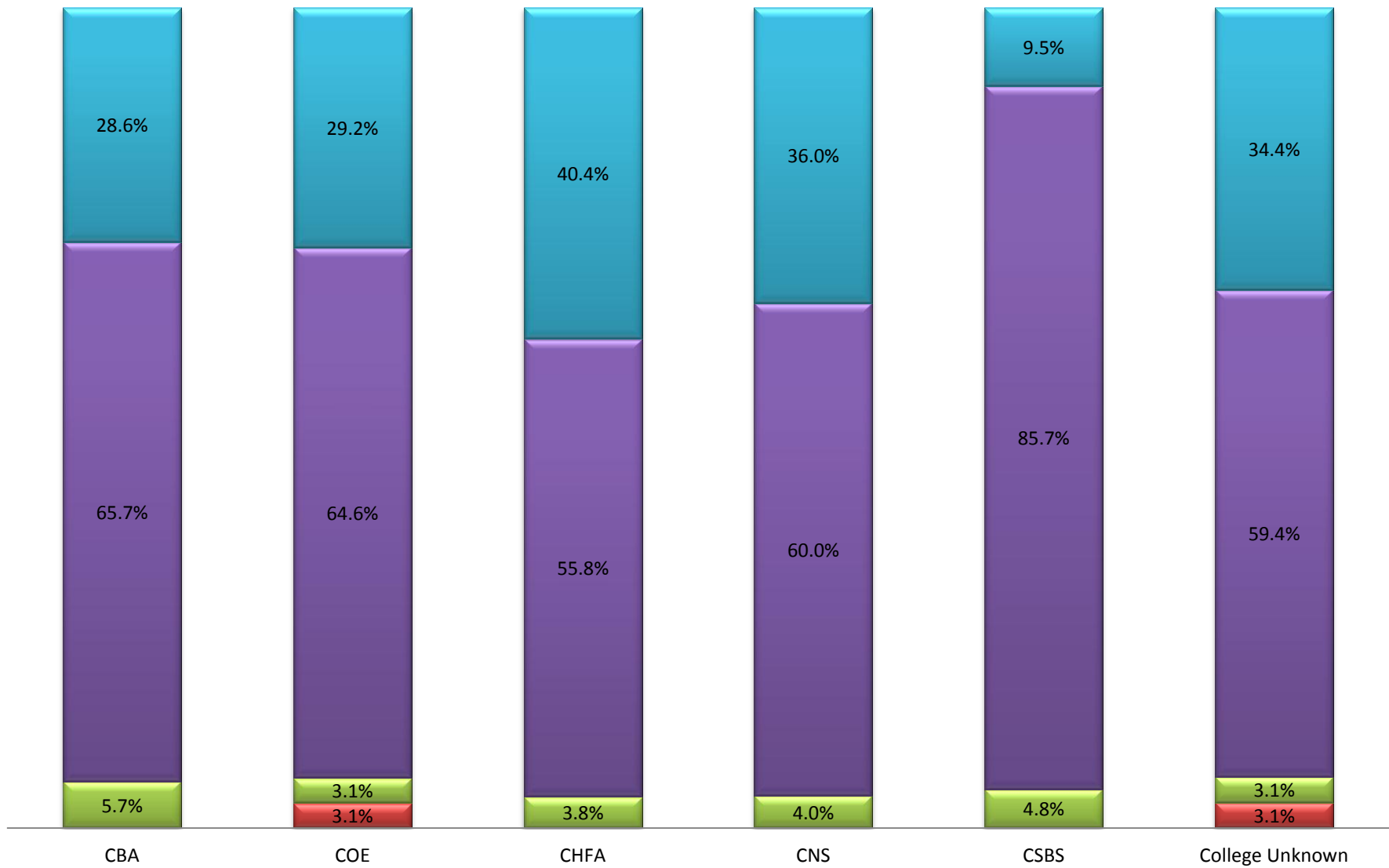


## **Summary of Academic and Social Environment**

This section solicits students' perception of the academic and social environment at UNI in terms of curriculum, teaching and faculty student interaction, the graduate community, the campus community, and the overall quality of their education in the program. 93.5% of the graduating students report that they would recommend their graduate program. Items ranking above 95.0% are: “faculty interested in student learning or educational goals” (97.5%), “received quality education” (96.6%), and learning experience cumulative” (95.2%). Items ranking below 92.0% are “community values excellence” (89.6%) and “faculty committed to student learning” (91.9%).

**To what extent do you agree that most of the graduate courses you took at UNI were intellectually demanding?**

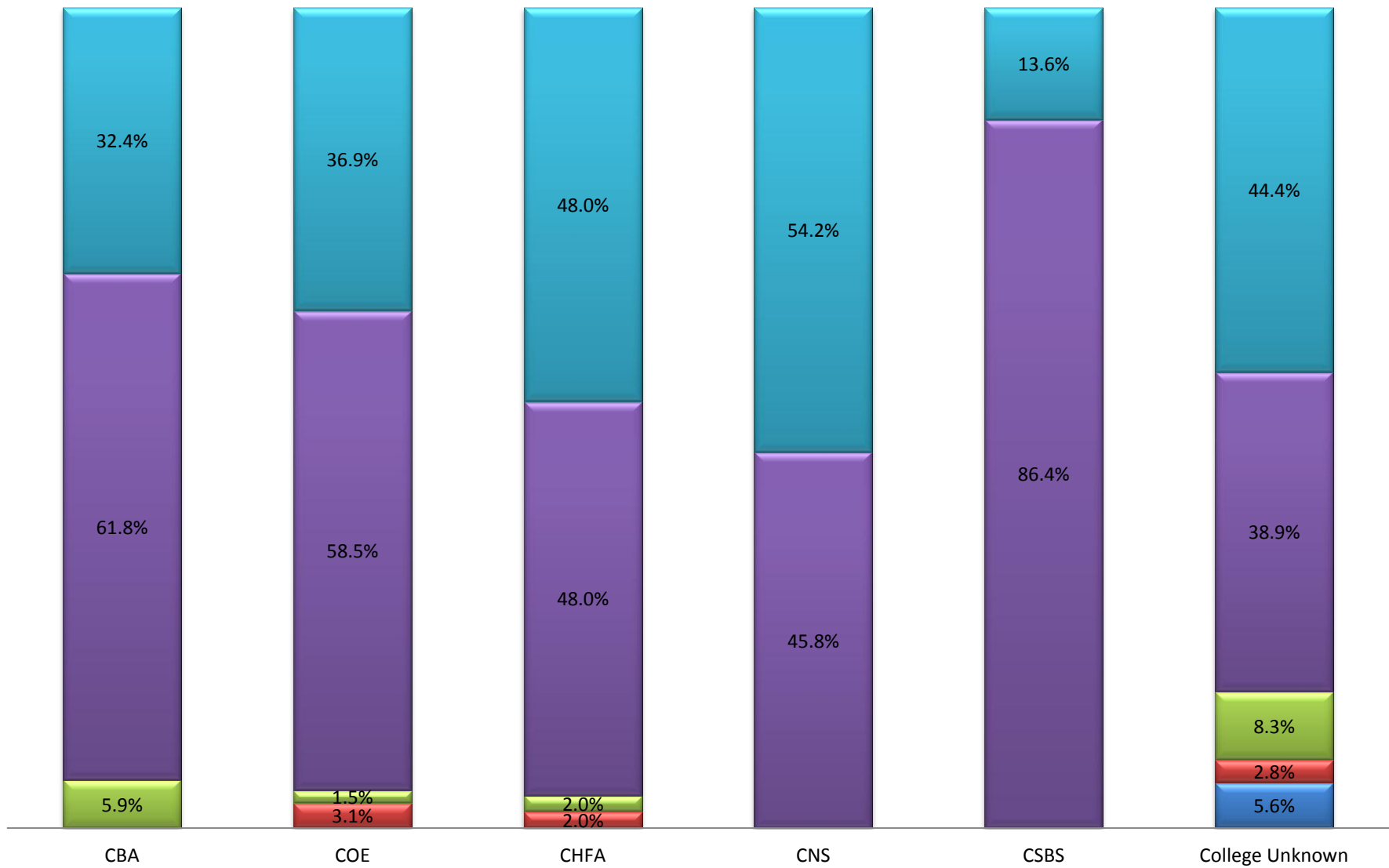
■ Not Sure ■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree





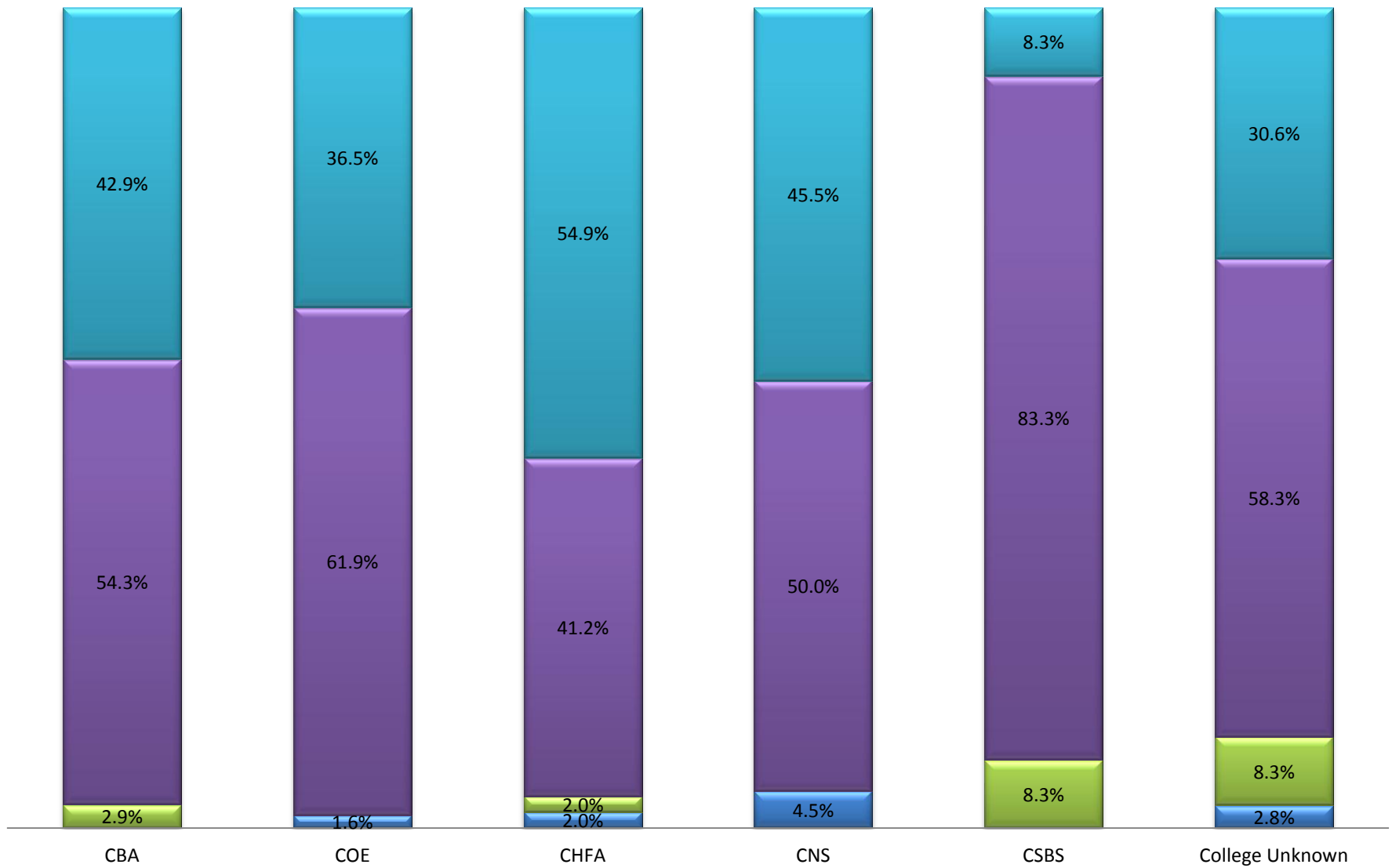
### To what extent do you agree that most of your graduate Instructors were intellectually stimulating?

■ Not Sure   
 ■ Strongly Disagree   
 ■ Disagree   
 ■ Agree   
 ■ Strongly Agree



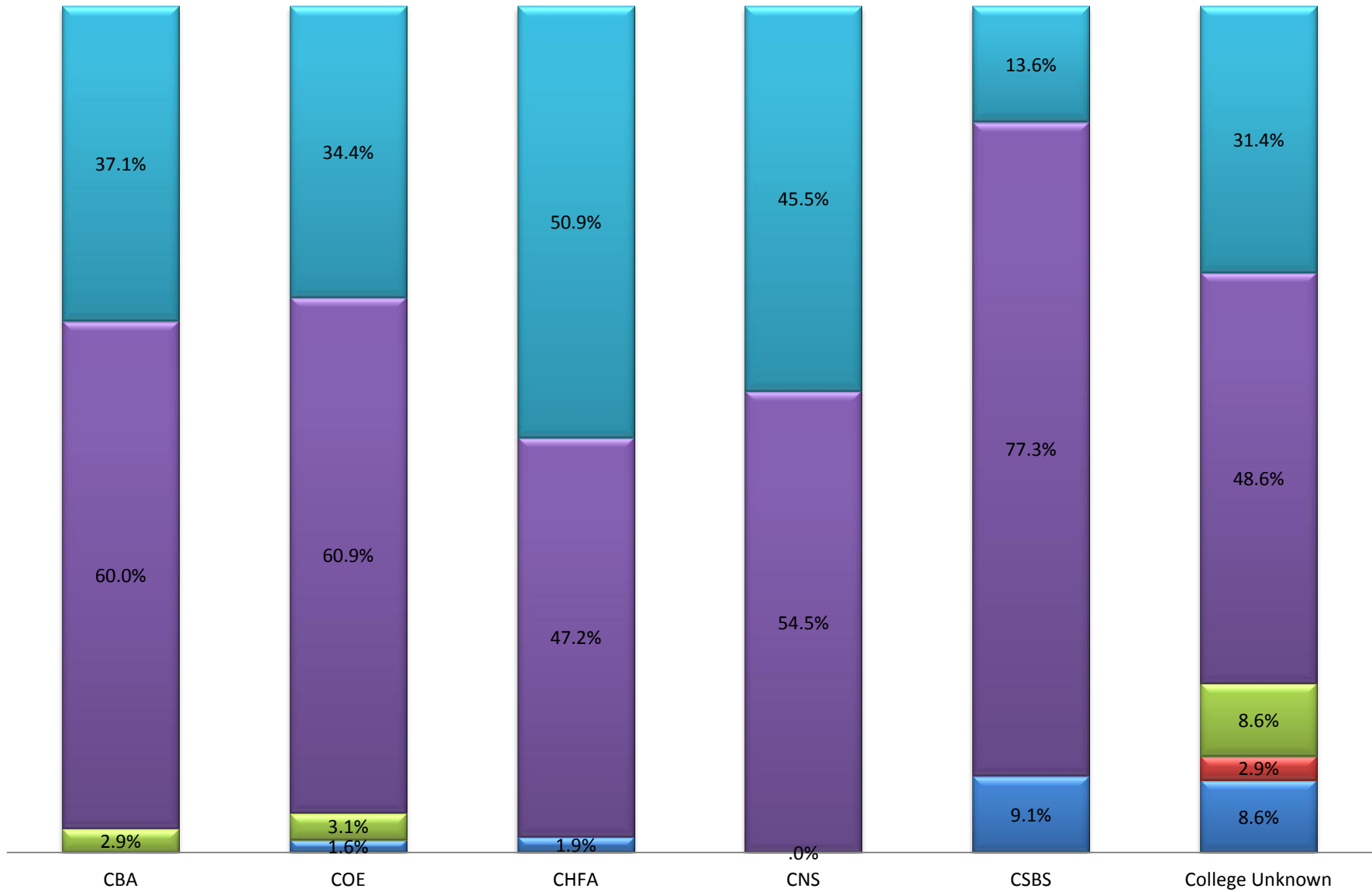
**To what extent do you agree that your graduate learning experience was cumulative over a series of courses in the program?**

■ Not Sure ■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree



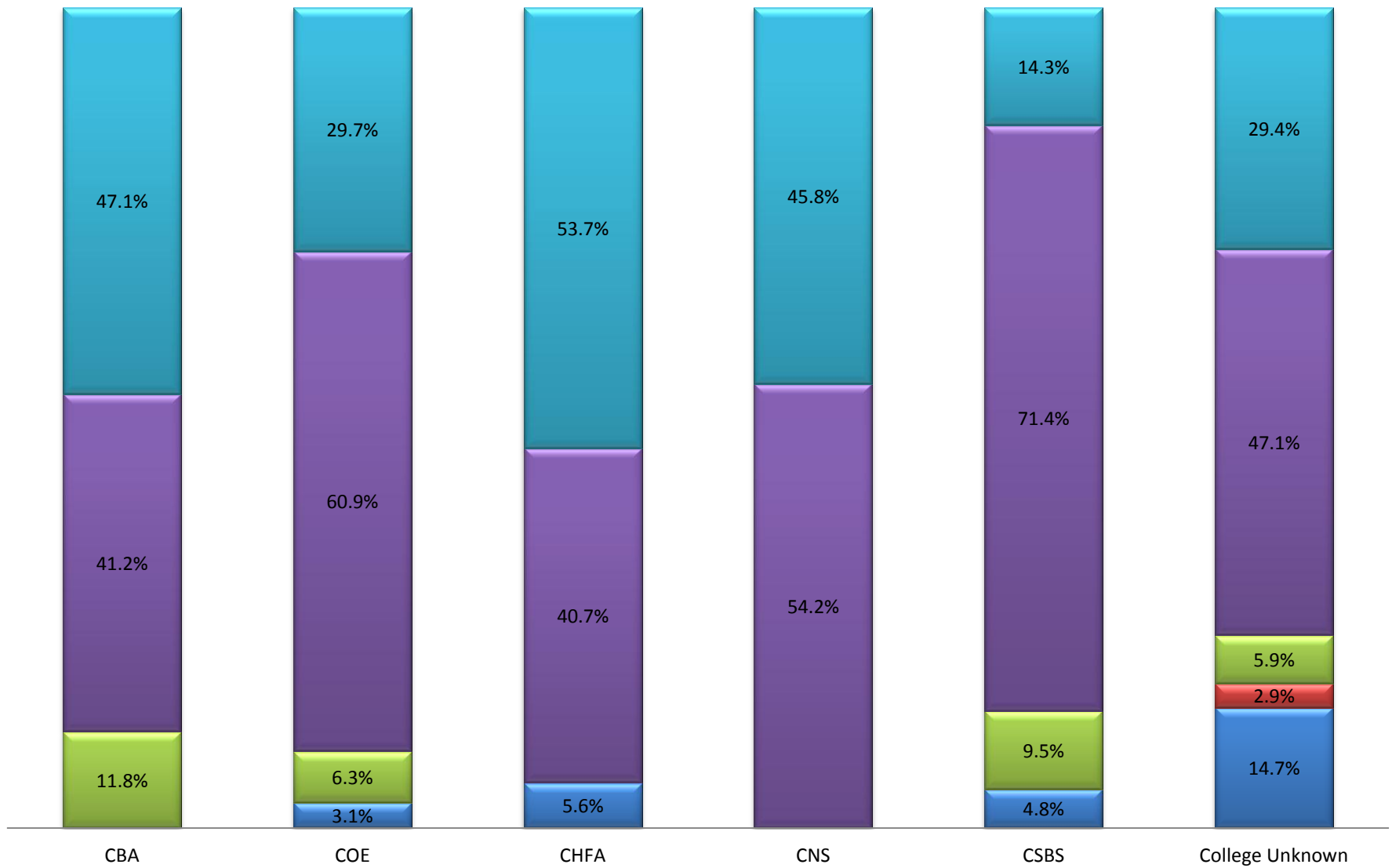
### To what extent do you agree that the overall quality of graduate teaching at UNI is excellent?

■ Not Sure 
 ■ Strongly Disagree 
 ■ Disagree 
 ■ Agree 
 ■ Strongly Agree



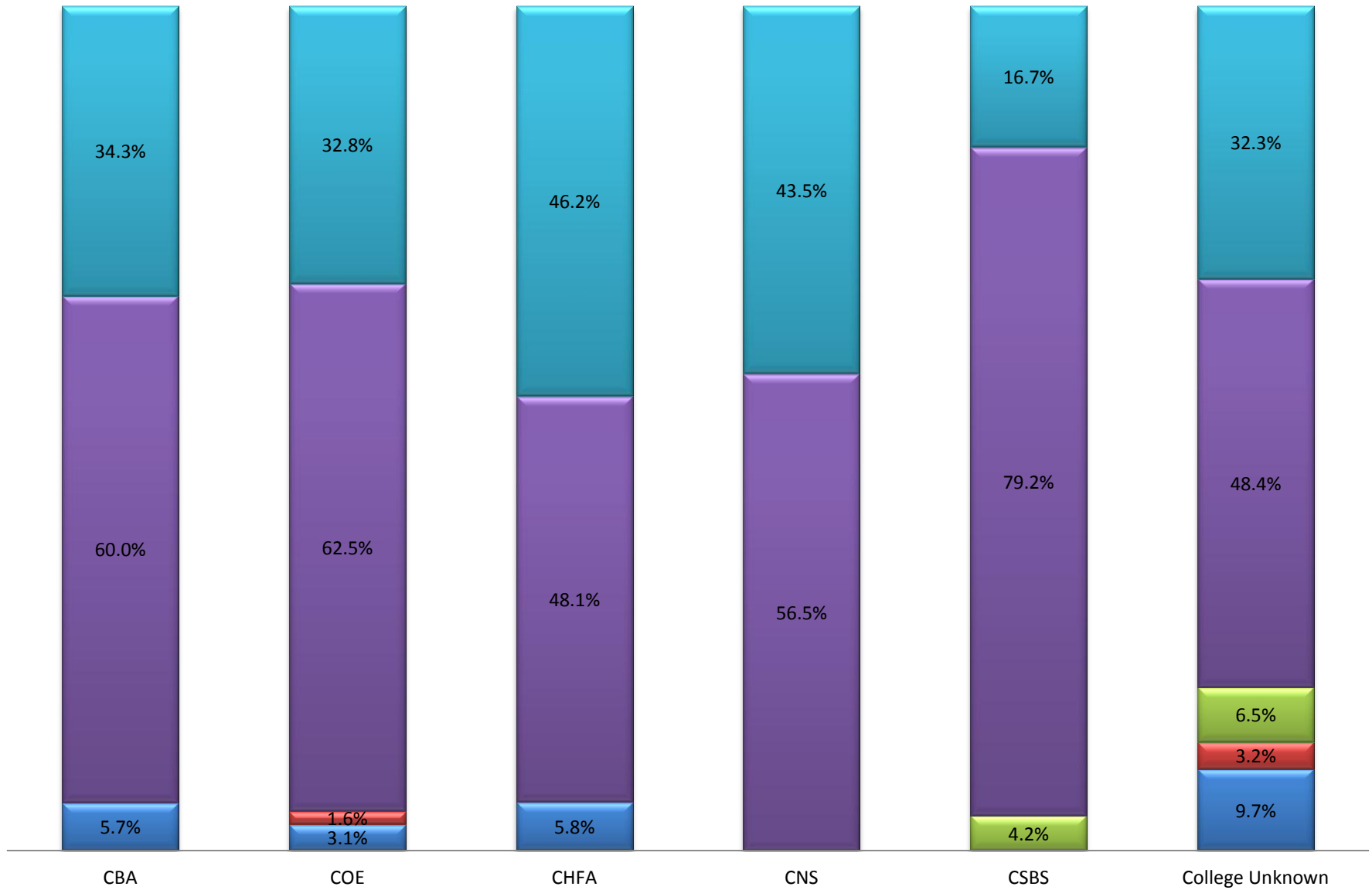
### To what extent do you agree that the UNI community values excellence in graduate education?

■ Not Sure ■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree



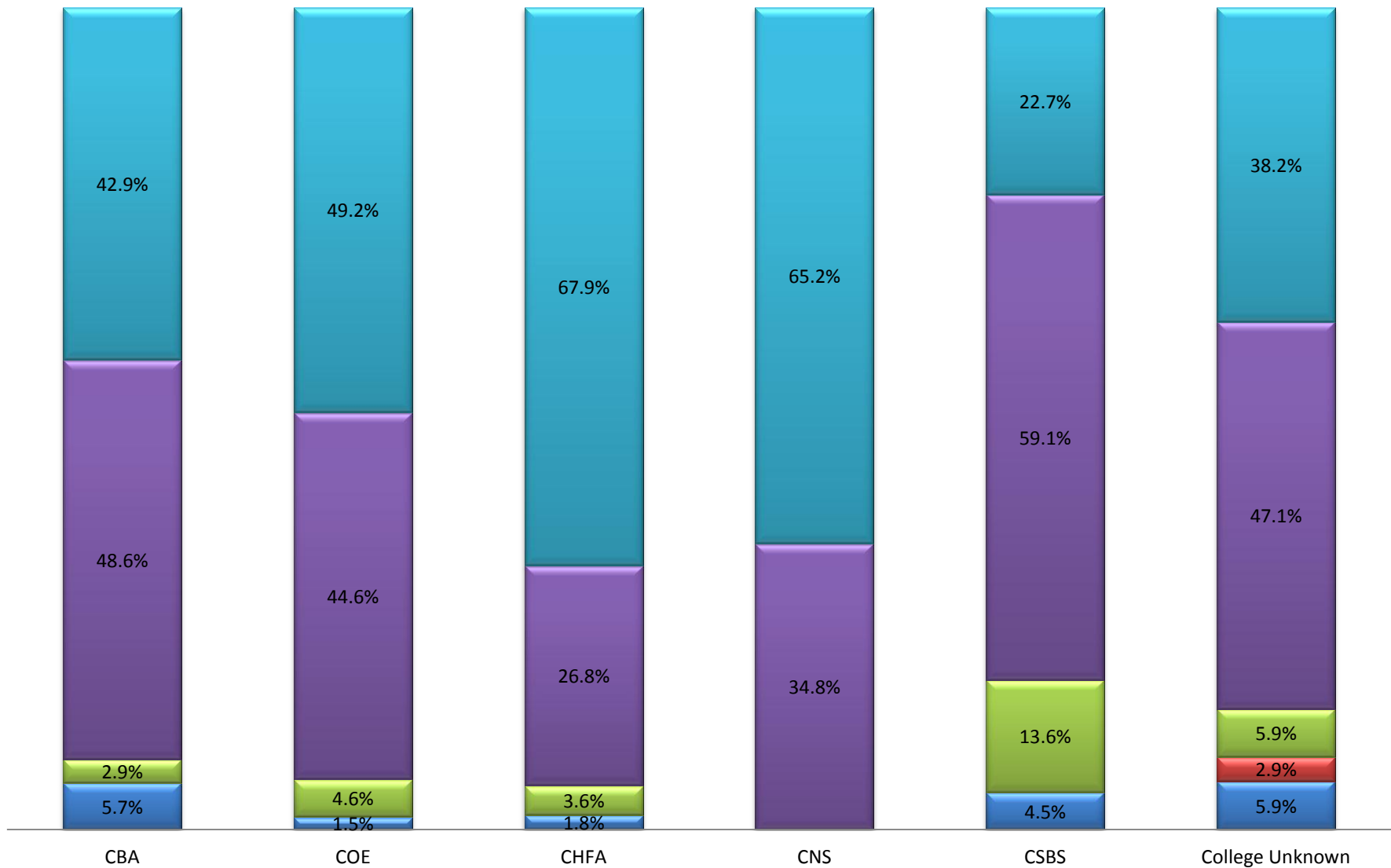
### To what extent do you agree that the UNI graduate community values intellectual vitality?

■ Not Sure 
 ■ Strongly Disagree 
 ■ Disagree 
 ■ Agree 
 ■ Strongly Agree



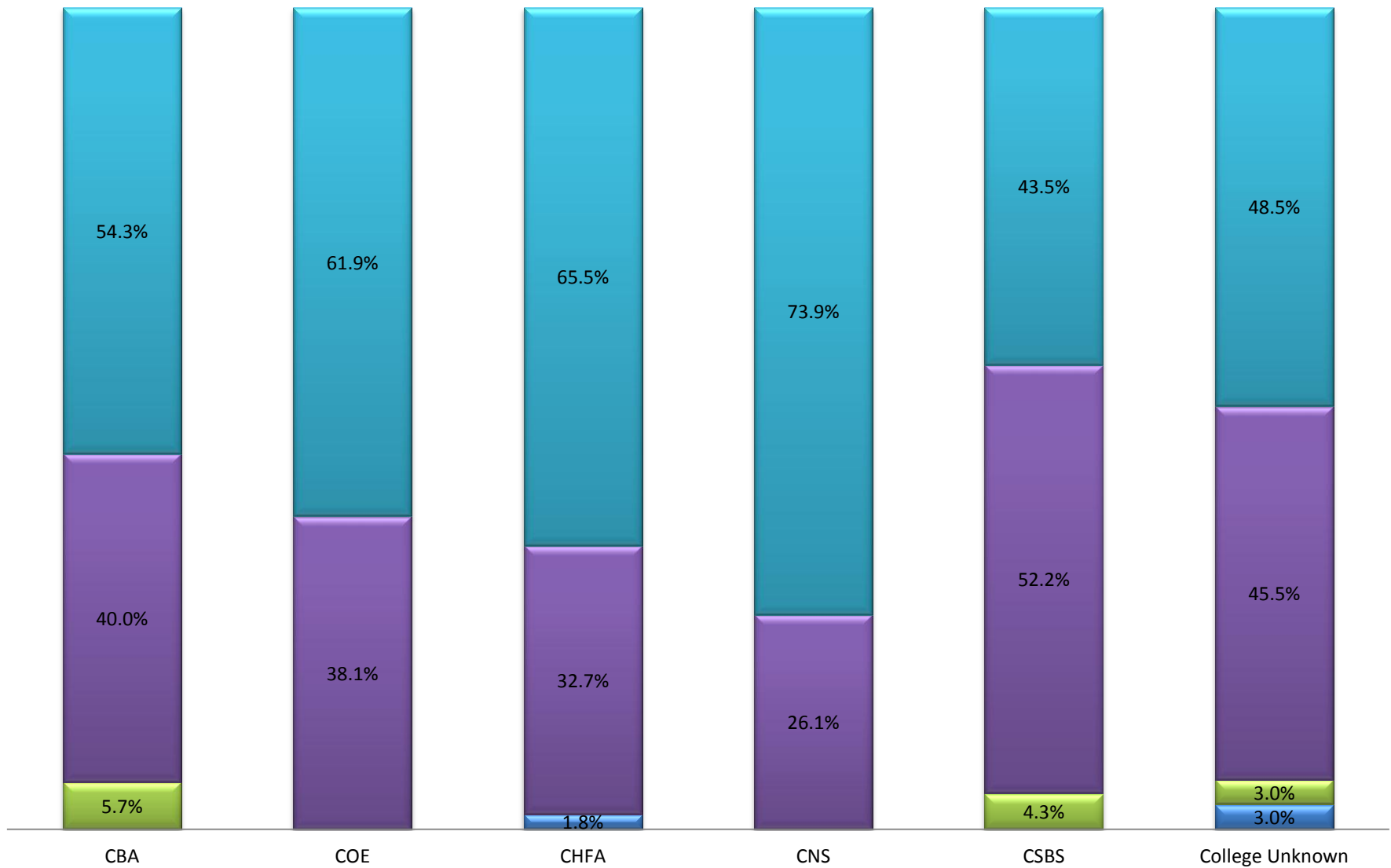
**To what extent do you agree that the graduate faculty you had contact with were very committed to advancing student learning?**

Not Sure Strongly Disagree Disagree Agree Strongly Agree



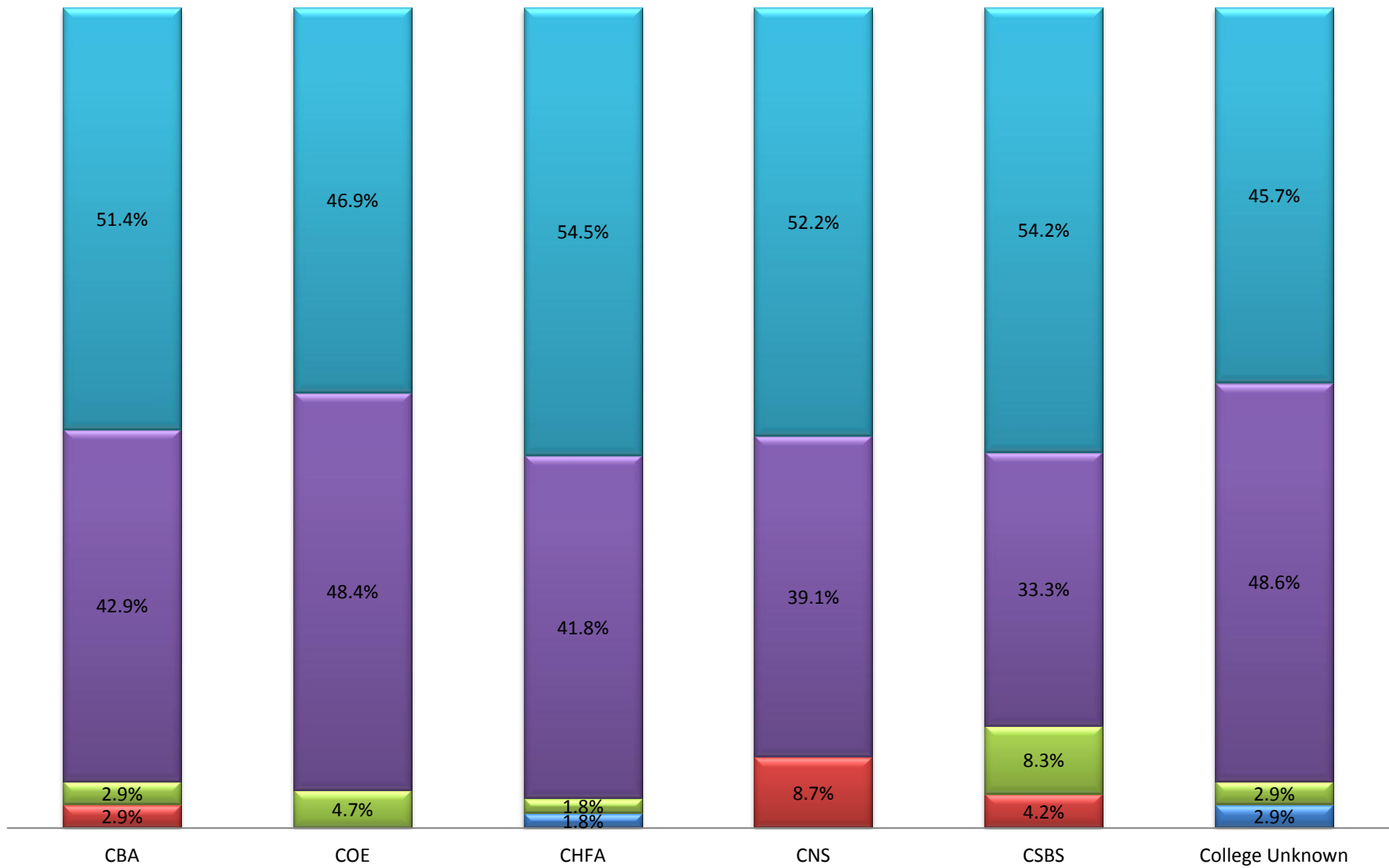
**To what extent do you agree that at least one graduate faculty member showed an active interest in your educational/career goals?**

■ Not Sure ■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree



**To what extent do you agree that most of the courses in your graduate program were readily available when you wanted to take them?**

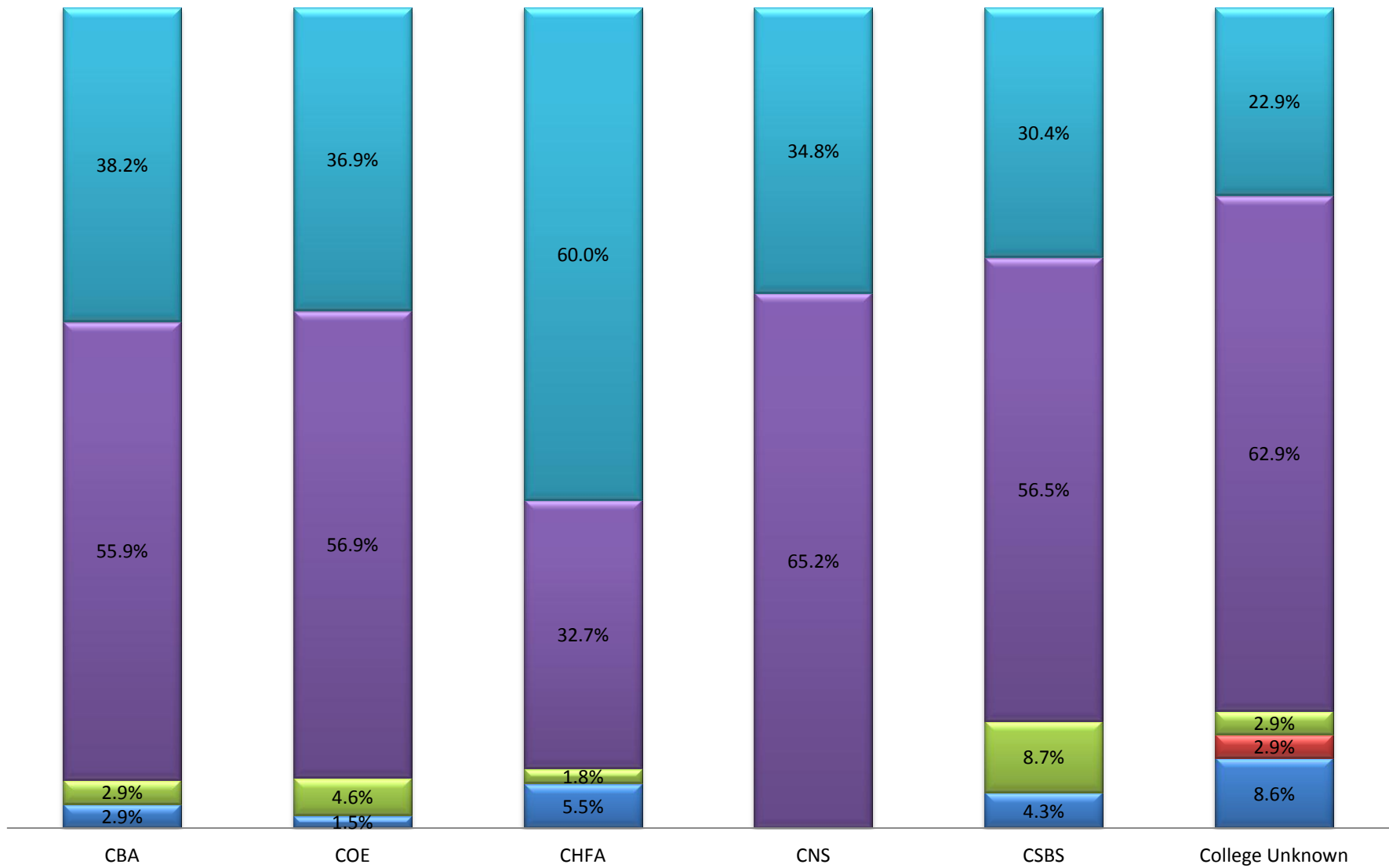
■ Not Sure ■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree





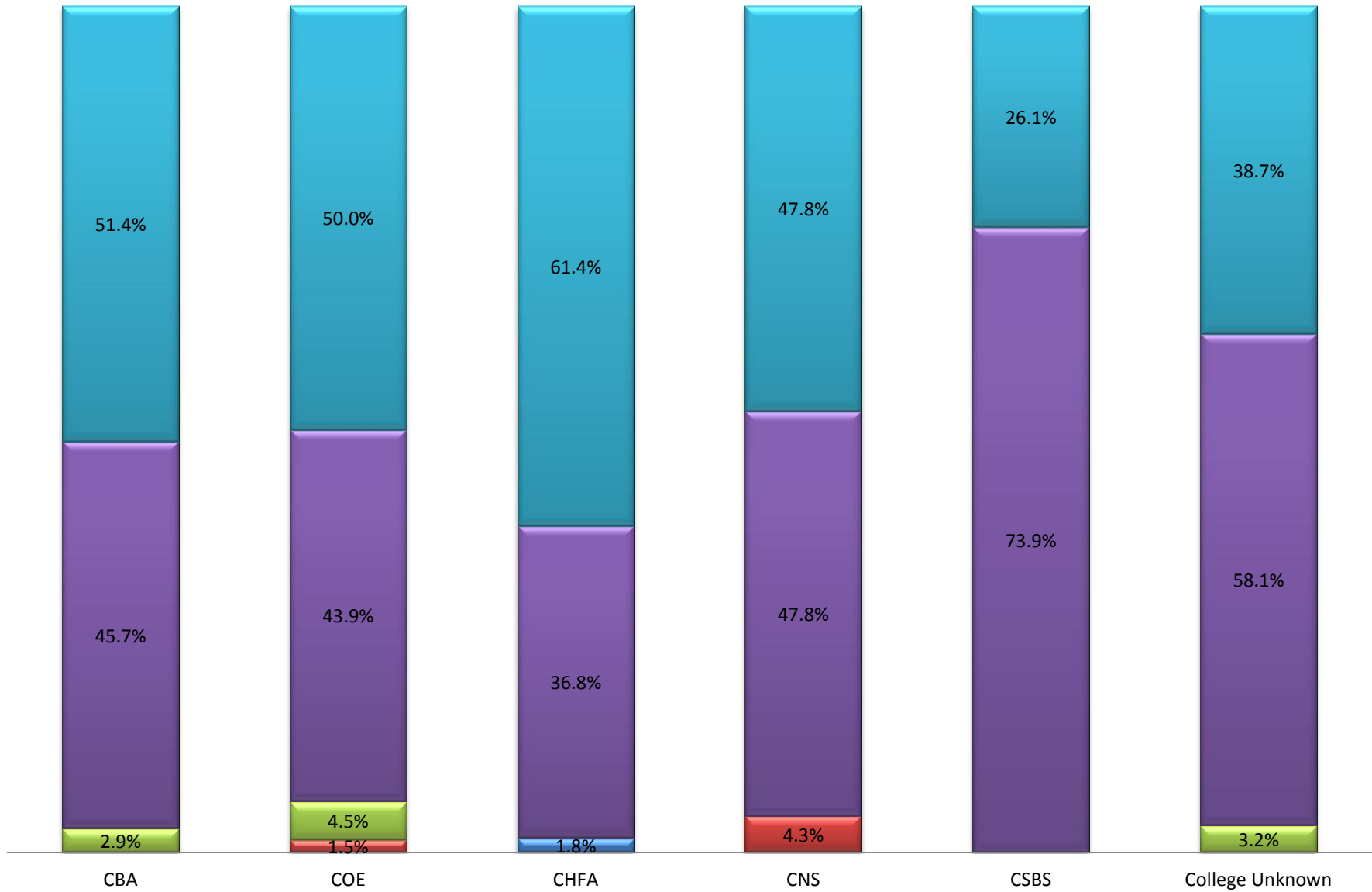
**To what extent do you agree that the UNI community encourages the examination of diverse and controversial ideas in its graduate programs?**

■ Not Sure ■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree



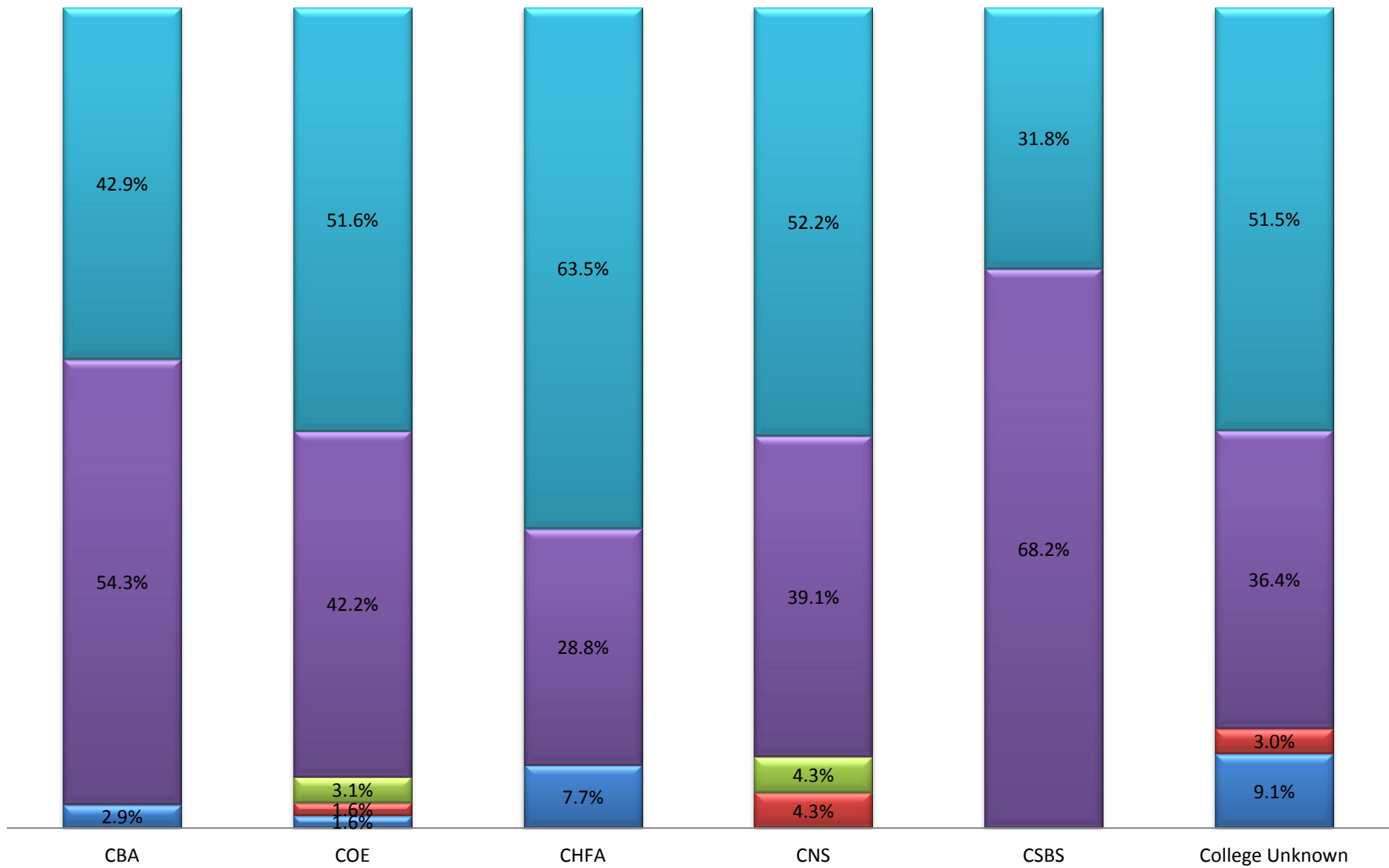
### To what extent do you agree that you believed you have received a quality education at UNI?

■ Not Sure ■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree



**To what extent do you agree that you would recommend your graduate program to a prospective graduate student?**

■ Not Sure   ■ Strongly Disagree   ■ Disagree   ■ Agree   ■ Strongly Agree



## Summary of Plans Following Graduation

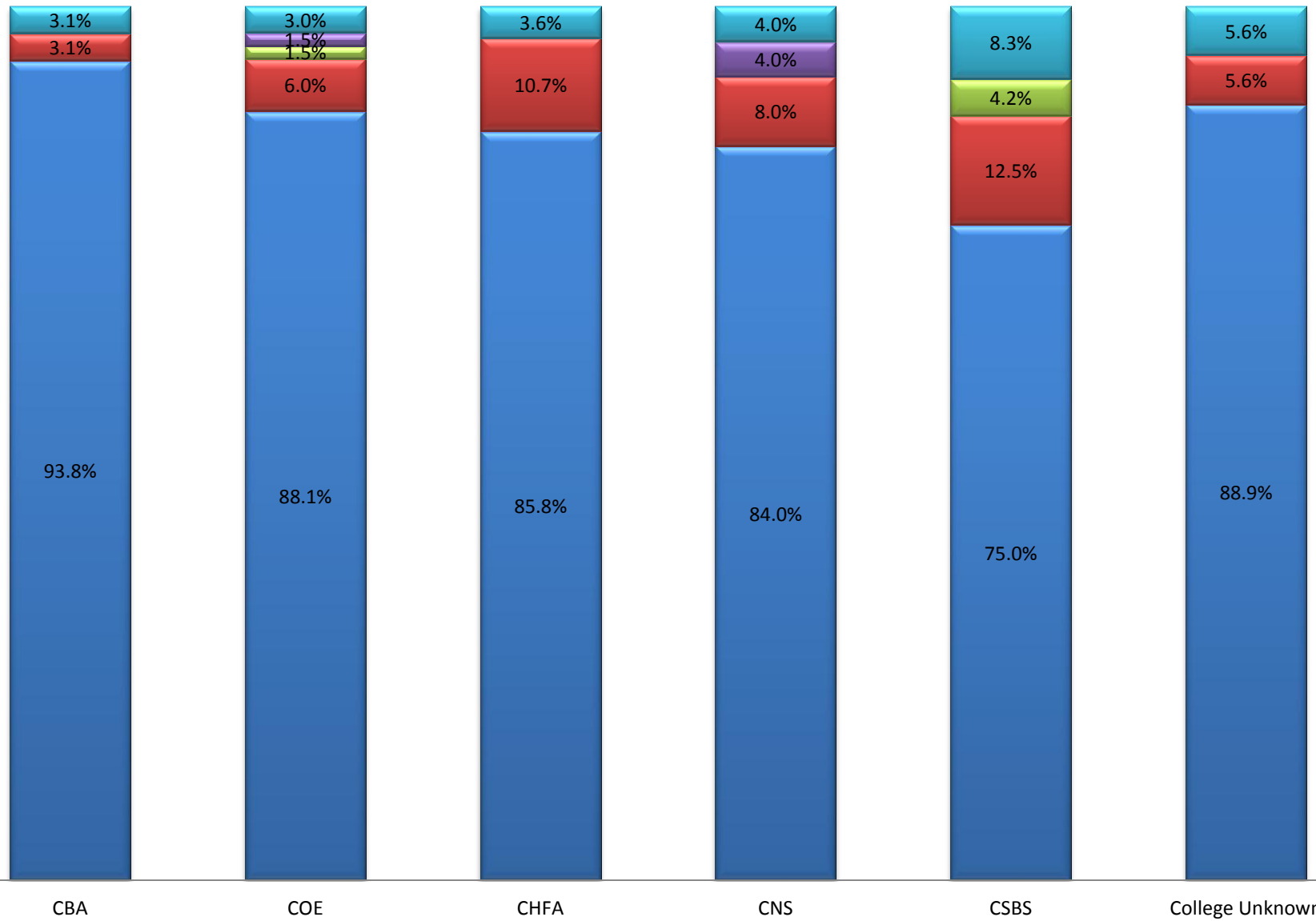
Upon graduation, 82.5% of the respondents will be working full time, 4.2% part-time, 7.1% are going to graduate school full-time, and 0.4% will be raising or starting family.

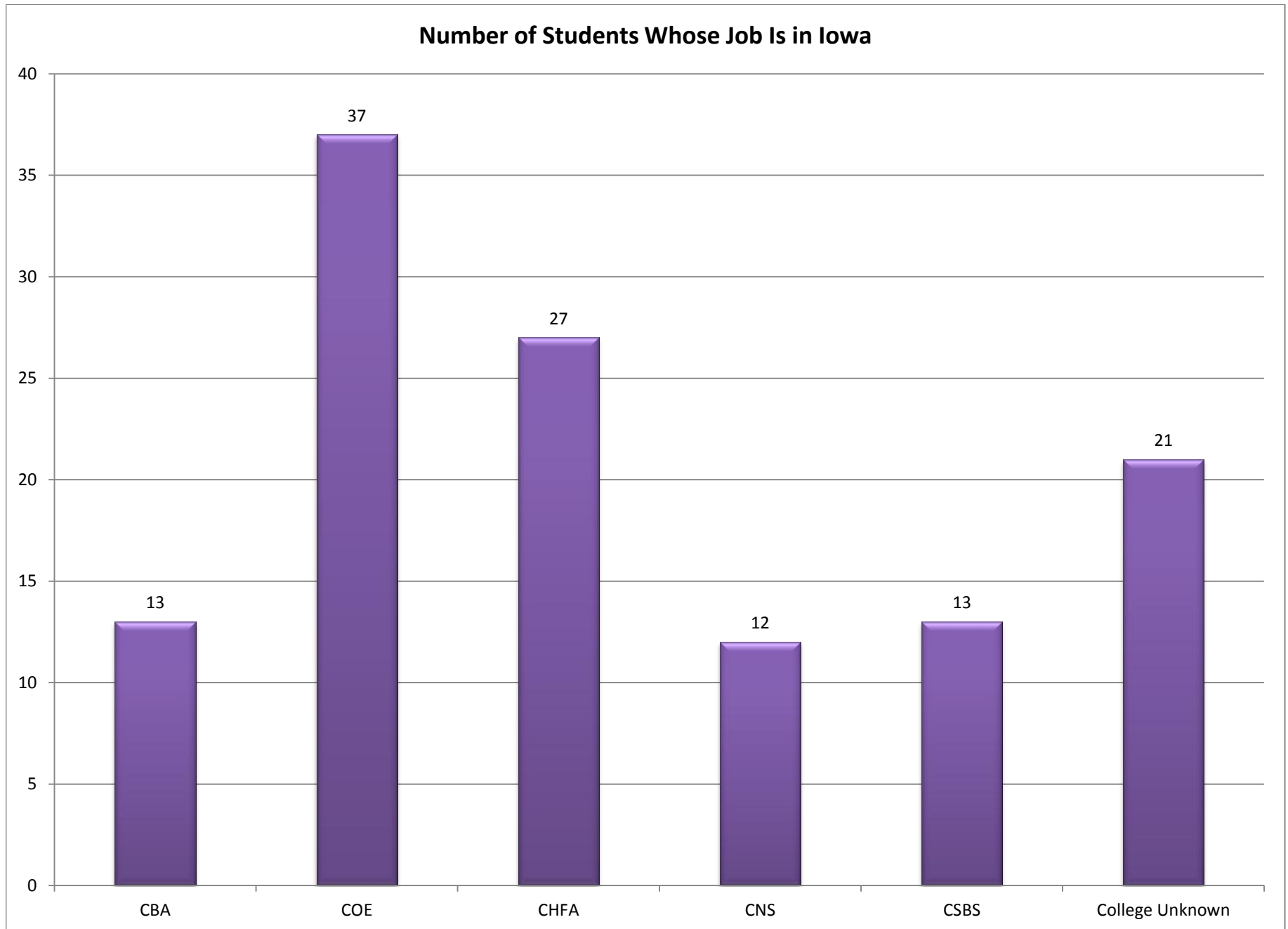
In answer to the question of whether their job is in Iowa, 70.7% of the respondents said yes. The number answering yes to this item for the colleges are 77.1% for the College of Education, 75.0% for the College of Natural Sciences, 68.4% for the College of Social and Behavioral Sciences , 64.3% for the College of Humanities and Fine Arts, and 59.1% for the College of Business Administration.

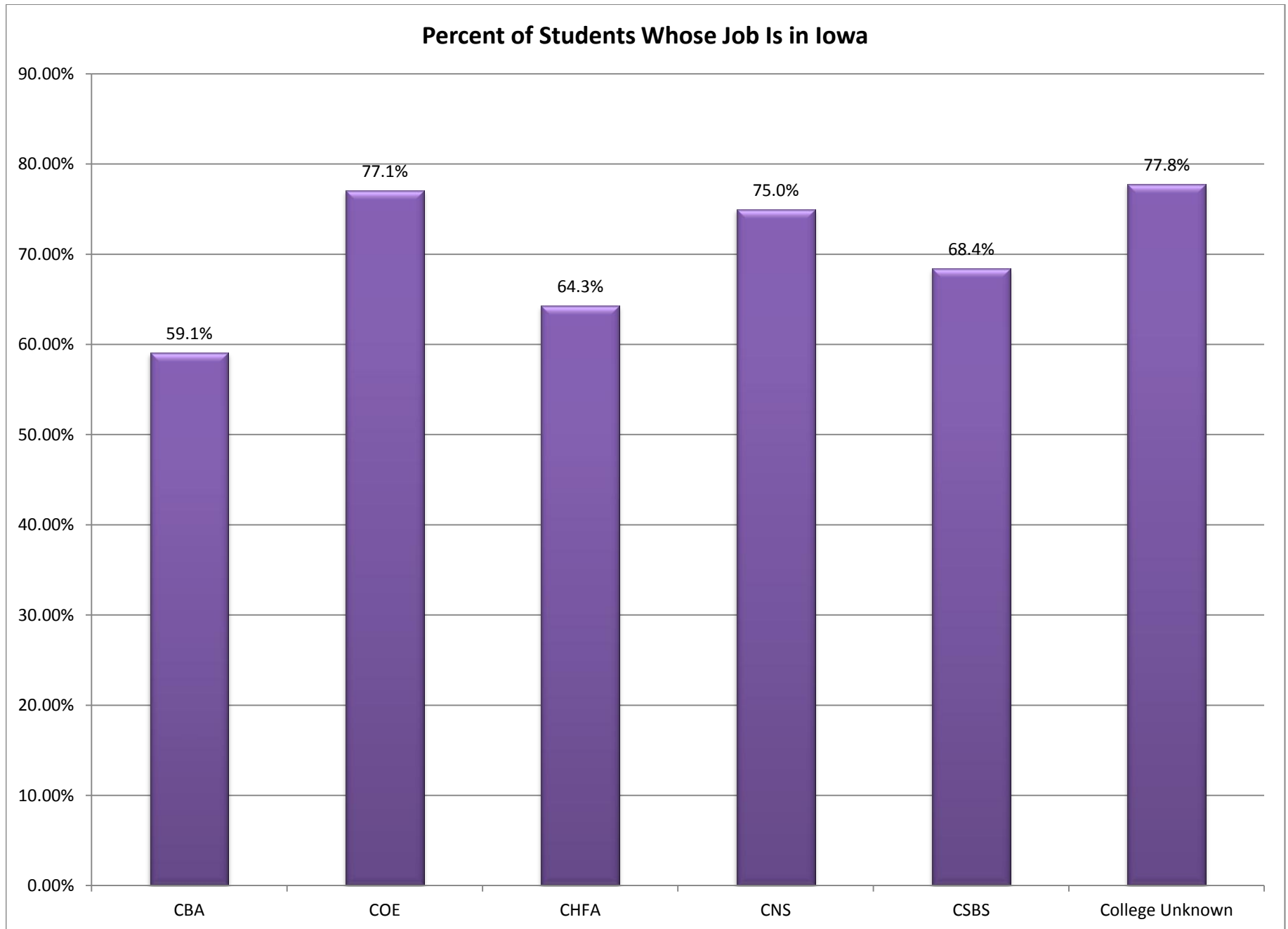
When asked whether they would return to Iowa when given the opportunity 75.3% of the respondents said that they would. By individual college, the numbers are 100% for the College of Social and Behavioral Sciences, 90.9% for the College of Natural Sciences, 82.4% for the College of Education, 75.0% for the College of Humanities and Fine Arts, and 50.0% for the College of Business Administration.

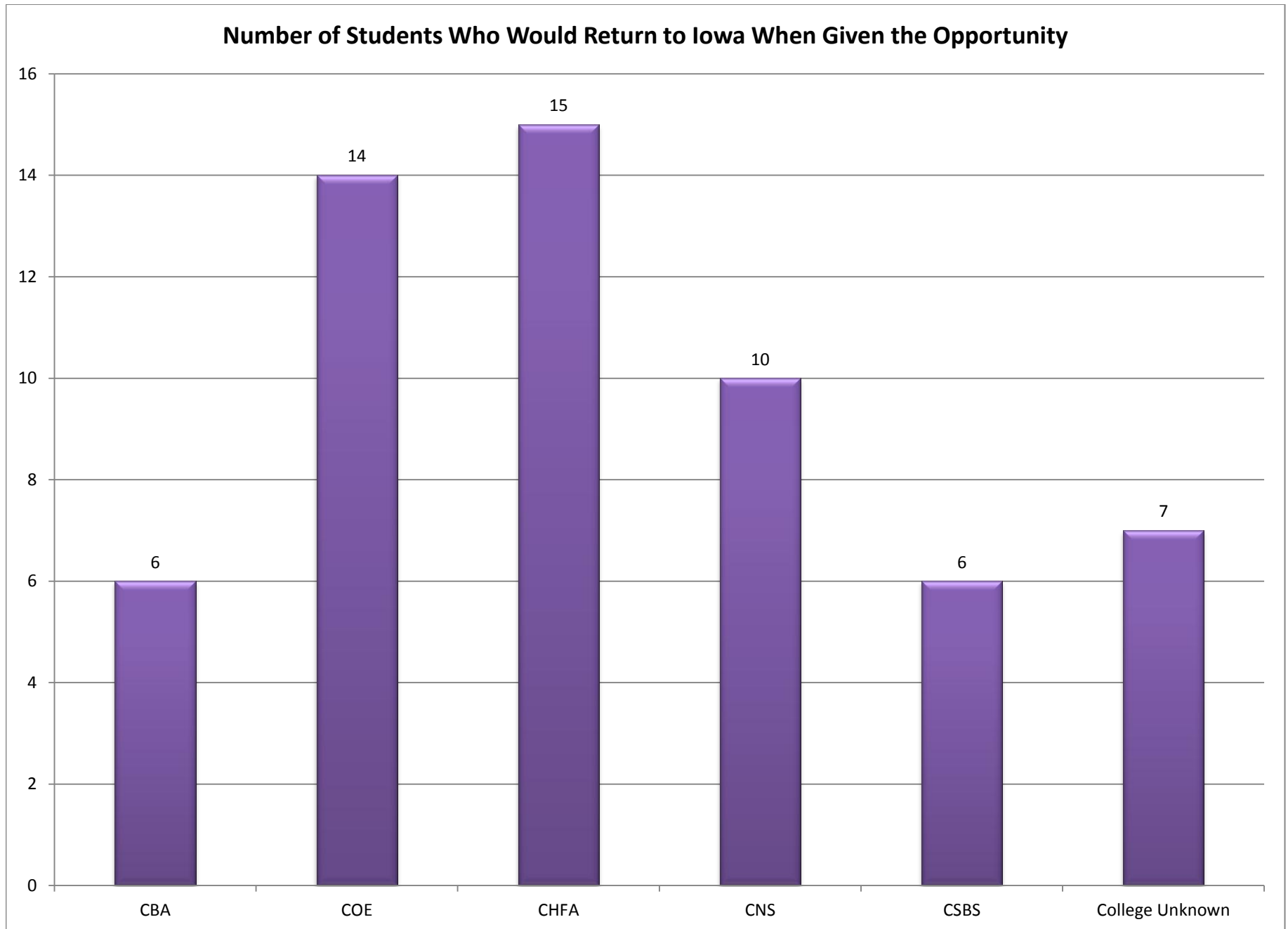
### What is most likely to be your principal activity upon graduation?

■ Employment ■ Grad School ■ Volunteering ■ Starting/ Raising a Family ■ Other









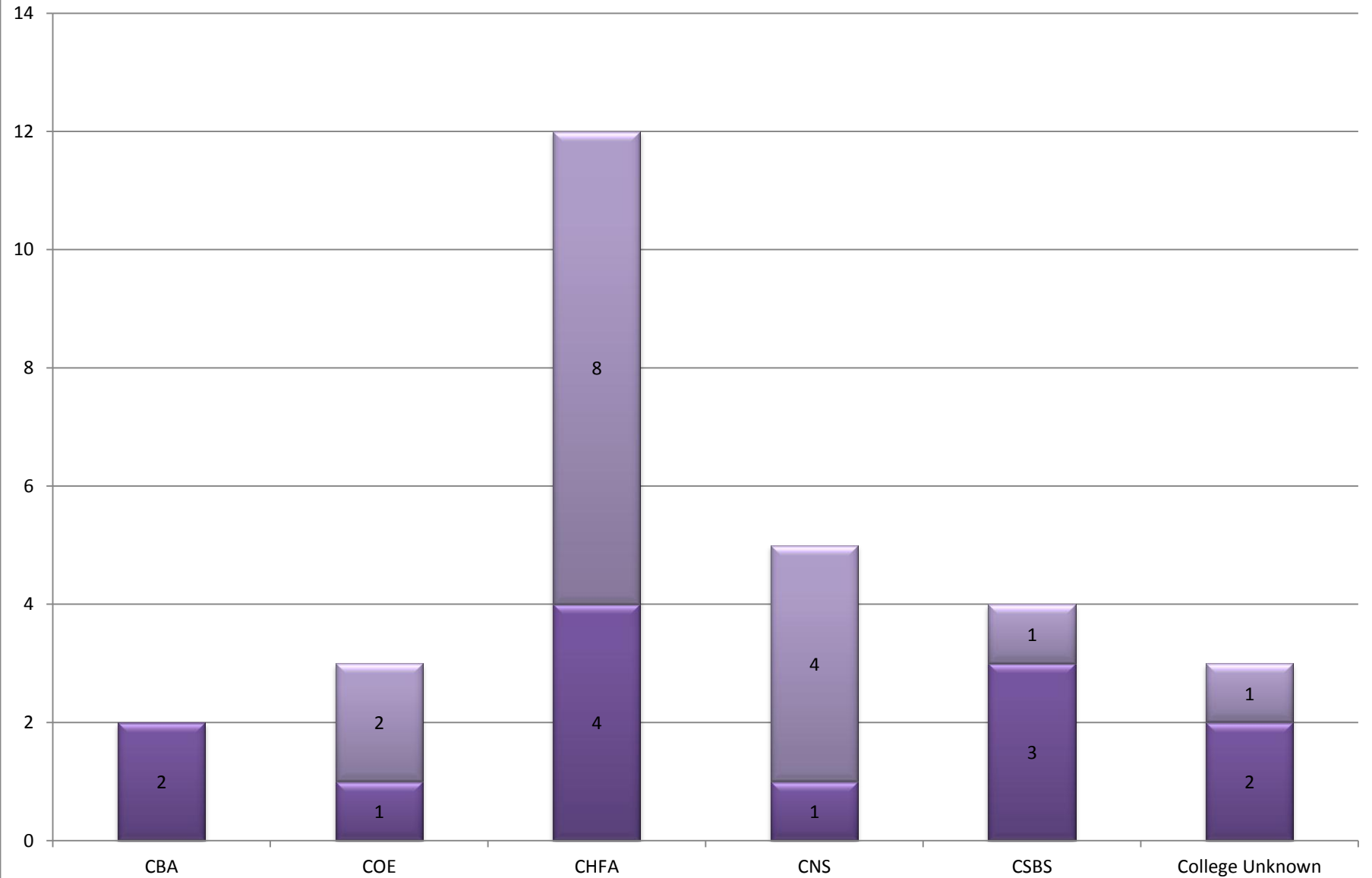


## Summary of Plans for Further Education

Out of 211 graduating graduate students, 13.8% report that they are going for further education. Among them 6.2% are accepted to another graduate or professional program and 7.6% are currently applying for another graduate program.

### What are your continuing education plans?

■ # Accepted   ■ # Currently Applying



# GRADUATE PROGRAM SURVEY

May 2009

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CONGRATULATIONS on your graduation! Your response to this survey will be used for program improvement and will not be linked in any way with your permanent records. Individual responses to this survey will be confidential. Survey findings will be reported in aggregate only. PLEASE PRINT CLEARLY. Please complete all six sections.



## SECTION 1: BACKGROUND INFORMATION

Name: \_\_\_\_\_ Address: \_\_\_\_\_ Non-UNI E-Mail Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

### Student ID Number

1	2	3	4	5	6
7	8	9	0	1	2
3	4	5	6	7	8
9	0	1	2	3	4
5	6	7	8	9	0
1	2	3	4	5	6
7	8	9	0	1	2
3	4	5	6	7	8
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[illegible]

**Please indicate the extent to which you agree or disagree with the following statements.**

Most of the graduate courses I took at UNI were intellectually demanding.  
Most of my graduate instructors were intellectually stimulating.  
My graduate learning experience was cumulative over a series of courses in my program.  
The overall quality of graduate teaching at UNI is excellent.  
The UNI community values excellence in graduate education.  
The UNI graduate community values intellectual vitality.  
The graduate faculty I had contact with were very committed to advancing student learning.  
At least one graduate faculty member showed an active interest in my educational/career goals.  
Most of the courses in my graduate program were readily available when I wanted to take them.  
The UNI community encourages the examination of diverse and controversial ideas in its graduate programs.  
I believe I have received a high quality graduate education at UNI.  
I would recommend my graduate program to a prospective graduate student.

## SECTION 5: PLANS FOLLOWING GRADUATION

**What is MOST LIKELY to be your PRINCIPAL activity upon graduation?**

Employment, full-time paid  
Employment, part-time paid  
Graduate or professional school, full-time  
Graduate or professional school, part-time  
Undergraduate coursework  
Military service  
Volunteer activity (e.g., Peace Corps)  
Starting or raising a family  
Other, please specify

**Job Title:** \_\_\_\_\_

Name of employing organization:

City: \_\_\_\_\_ State: \_\_\_\_\_

**Annual salary (\$):** \_\_\_\_\_ (will be kept confidential)

**Start date:** \_\_\_\_\_

**Is your current job / accepted job offer in the state of Iowa?**

☒ Yes

☐ No

**If your job after graduation is outside of Iowa, would you return to Iowa if given the opportunity?**

☒ Yes

☐ No

## SECTION 6: PLANS FOR FURTHER EDUCATION

**What are your continuing education plans?**

Accepted to another graduate/professional program  
Currently applying to programs, not yet accepted  
Accepted to an undergraduate program  
None (please go to Section 7)

**Will you be attending:**

FF

Full-time  
Part-time

Institution: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_

Area of study: \_\_\_\_\_ Intended degree: \_\_\_\_\_

## SECTION 7. FACULTY AND STAFF RECOGNITION

Please list the name(s) of any faculty who have had a positive influence on your development as a student at UNI.  
Faculty member(s)

Please list the name(s) of any staff members who have had a positive influence on your development as a student at UNI.  
Staff member(s)

***Thank You and Good Luck!***

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